

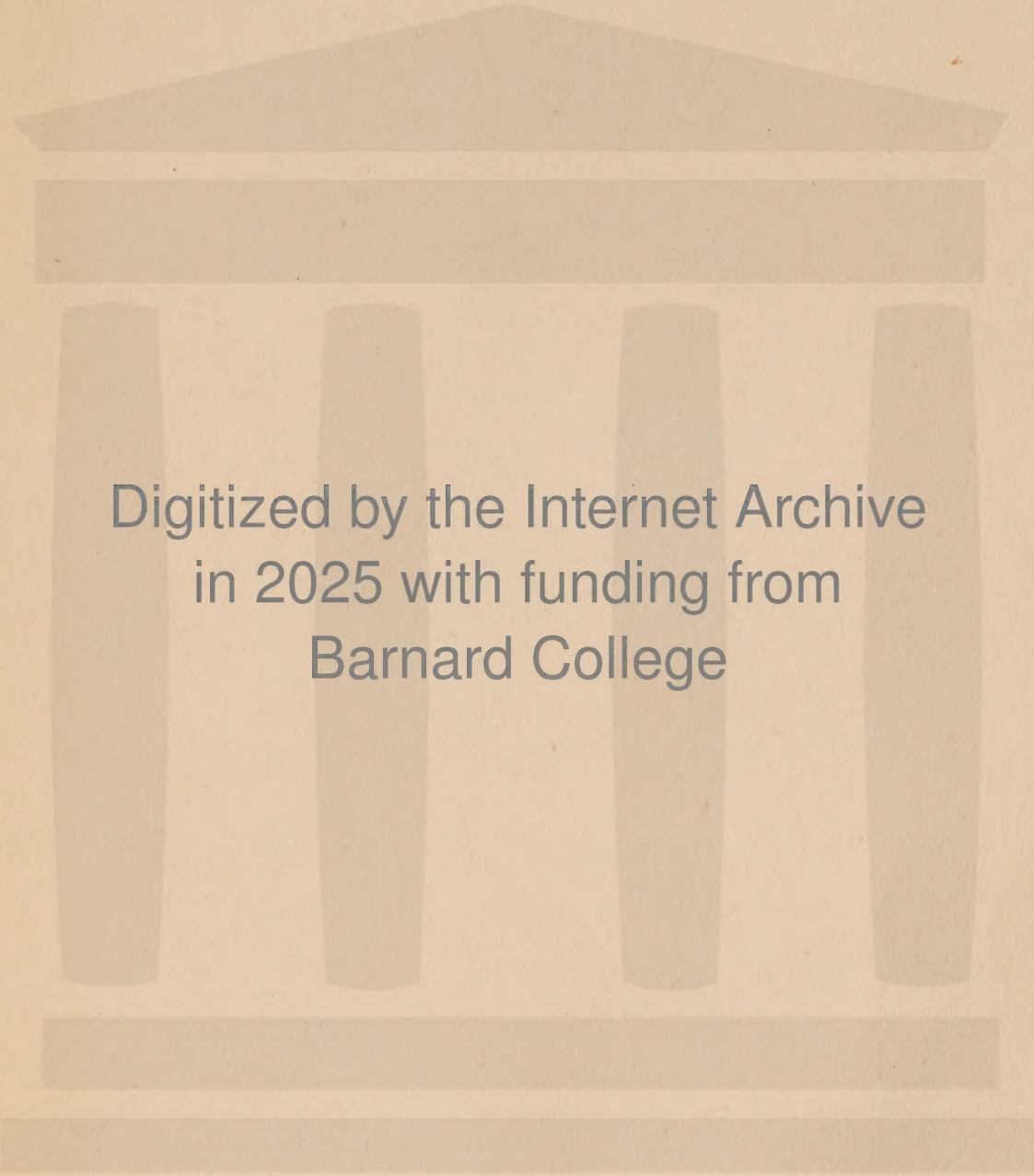


Columbia University
Bulletin of Information

BARNARD COLLEGE

ANNOUNCEMENT

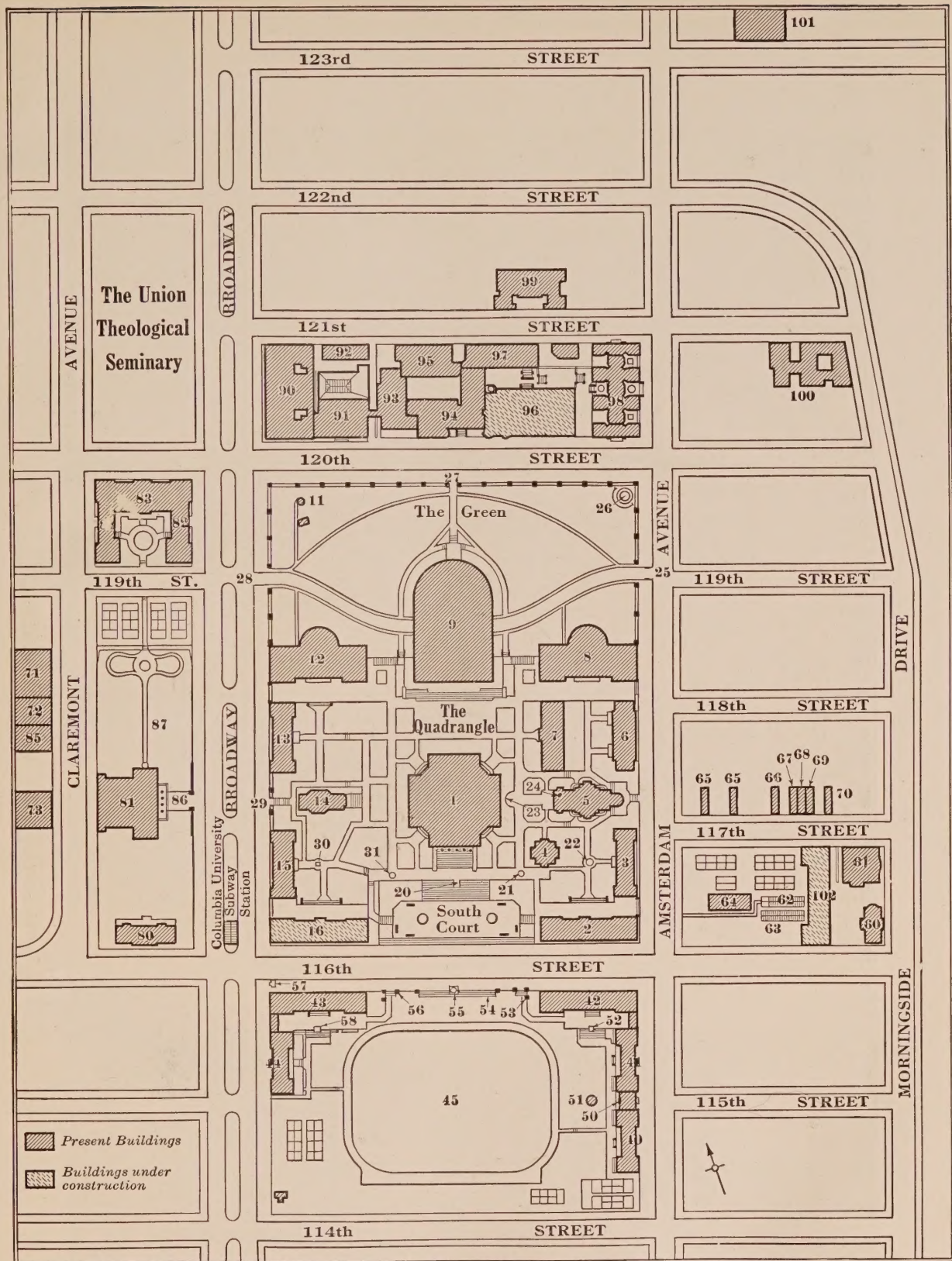
1924-1925



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PLAN OF BUILDINGS AND GROUNDS



QUADRANGLE

1. Library
2. Kent
3. Philosophy
4. East
5. St. Paul's Chapel
6. Fayerweather
7. Avery
8. Schermerhorn
9. University
11. Wilde Observatory
12. Havemeyer
13. Engineering
14. Earl
15. Mines
16. School of Business
20. Statue of Alma Mater
21. Class of 1881 Flag Staff
22. Class of 1887 Well Head
23. Class of 1886 Exedra
24. Class of '93 Chapel Bell
25. Class of 1888 Gate
26. Statue of Great God Pan
27. Class of 1882 Gates

SOUTH FIELD

28. Mapes Gates
29. Class of 1891 Gates
30. Meunier's Hammerman 1889 Mines Class Gift
31. Lafayette Post Flag Pole
40. Livingston
41. Hartley
42. Hamilton
43. Journalism
44. Fernald
45. Athletic Field
50. 1906 Clock
51. Van Amringe Memorial
52. Hamilton Statue
53. Mitchel Memorial
54. Rives Memorial Steps
55. Class of 1885 Sun Dial
56. Classes of 1884 and 1889 Tablet
57. Class of 1890 Pylon
58. Jefferson Statue

EAST FIELD

60. President's House
61. Faculty House
62. Botany Greenhouse
63. Agricultural Greenhouse
64. Crocker Institute
65. College Entrance Bd.
66. Columbia House
67. Dean Hawkes
68. Chaplain Knox
69. Maison Française
70. Carnegie Endowment
71. DeWitt Clinton
72. Morris
73. Tompkins

CLAREMONT AVENUE

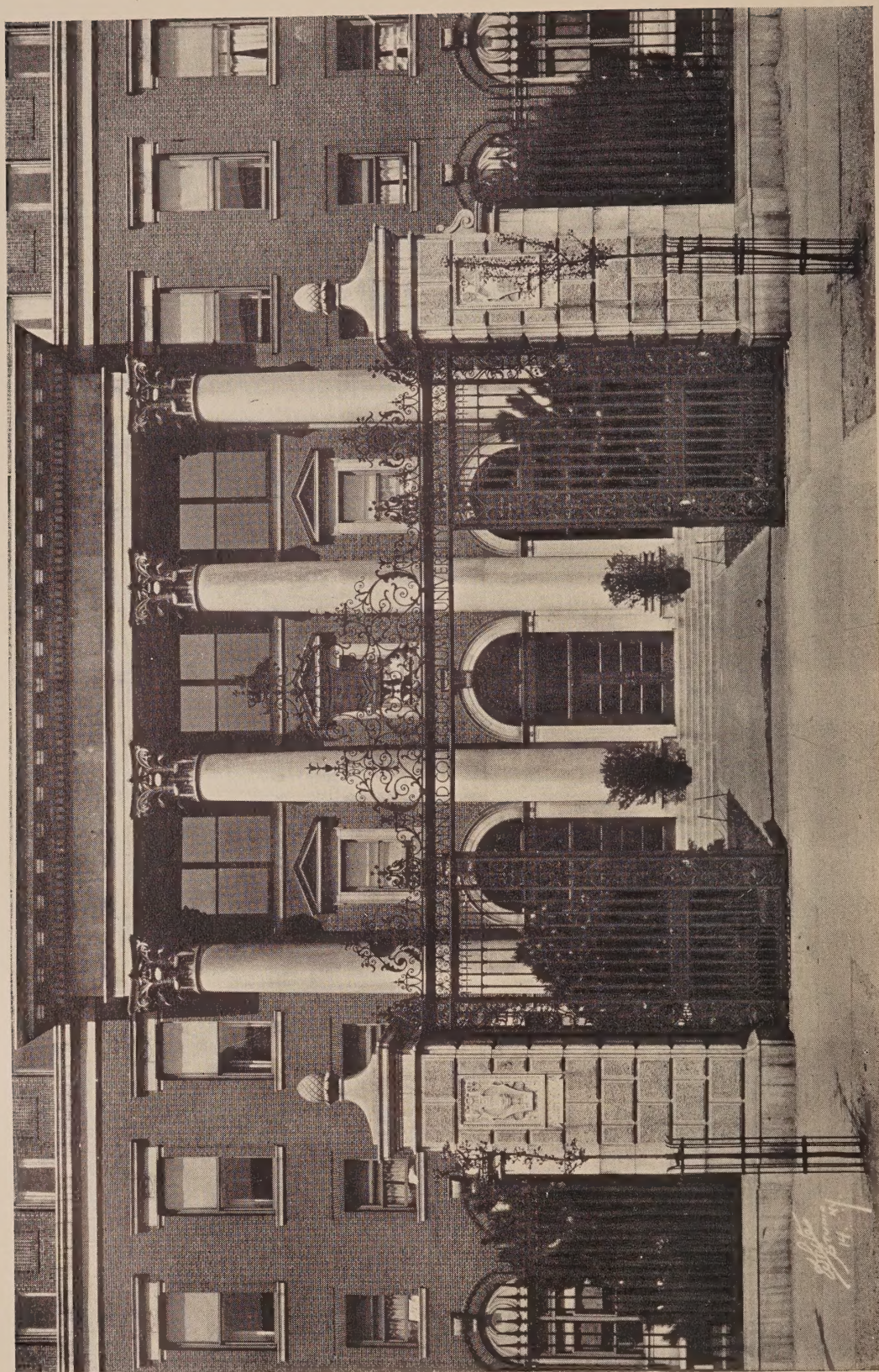
80. Brooks
81. Students

BARNARD COLLEGE

80. Brooks
81. Students

TEACHERS COLLEGE

82. Brinckerhoff
83. Milbank
84. Fiske
85. John Jay
86. Helen Hartley Jenkins Geer Memorial Gate
87. Milbank Quadrangle
90. Horace Mann School
91. Thompson Building
92. Annex
93. Milbank Chapel
94. Main Building
95. Macy
96. T. C. Library
97. Grace Dodge
98. Whittier
99. Bancroft
100. Seth Low
101. Lincoln School
102. Women's Residence Hall



STUDENTS' HALL, BARNARD COLLEGE



Columbia University
Bulletin of Information

BARNARD COLLEGE

ANNOUNCEMENT

1924 — 1925

1924

FORM OF BEQUEST

To Barnard College I give and bequeath the sum of \$ for
the uses and purposes of said Corporation.

CONTENTS

	PAGE
TRUSTEES	6
STANDING COMMITTEES	7
ASSOCIATE MEMBERS	8
FOUNDERS	9
FACULTY	10
OTHER OFFICERS OF INSTRUCTION	11
OFFICERS OF THE UNIVERSITY WHO GIVE INSTRUCTION IN BARNARD COLLEGE	12
STANDING COMMITTEES OF THE FACULTY	13
OFFICERS OF ADMINISTRATION	13
GENERAL STATEMENT	14
Columbia University	14
Founding of Barnard College	14
Relation to the University	15
Buildings and Grounds	15
Financial Statement	15
Course of Study	15
Academic Discipline	16
Residence	16
ADMISSION, GENERAL RULES	16
To Columbia University in General	16
To Barnard College in Particular	16
Preliminary Application for Admission	17
Subjects Required for Admission	17
Plans of Admission	18
Psychological Test	18
Examination in 15 Units	19
Four Examinations	20
Time and Place of Entrance Examinations	22
Application for Examination	22
Examination Fee	23
Comprehensive Examinations	23
Schedule of Examinations	23
Substitutes for the Board or Barnard Examinations	26
State Education Department Examinations	27
Summer Session Work in Lieu of Entrance Examinations	28
Entrance Conditions and Probation	29
ADMISSION TO ADVANCED STANDING	30
ADMISSION AS SPECIAL STUDENTS	31
DEFINITIONS OF REQUIREMENTS IN EACH SUBJECT	31
Description of Comprehensive Examinations	49
Note-Books, Drawings, etc.	51

	PAGE
REGISTRATION	51
Withdrawal	52
GENERAL STATEMENT REGARDING FEES AND THE REGULATIONS GOVERNING	
THEIR PAYMENT	52
Fees	52
Fees of State Scholars	52
Undergraduate Association Dues	53
Dormitory Fees	53
Estimated Necessary Expenses	53
THE PROGRAM OF STUDIES	53
Requirements for all Candidates for the Degree of Bachelor of Arts (except those in Special Honors Course)	56
Special Honors Course	58
Program for Students admitted by Transfer from Other Colleges	59
Preparation for Professional Schools	59
Courses in the Graduate Faculties and Professional Schools Open to Barnard Students	60
ADVICE TO STUDENTS	63
GENERAL REGULATIONS REGARDING EXAMINATIONS IN COURSE, CREDIT, AND ADVANCEMENT	64
SCHOLARSHIPS	65
STUDENTS' AID FUND	71
CAROLINE DUROR MEMORIAL GRADUATE FELLOWSHIP	72
PRIZES	72
RESIDENCE HALLS	74
HEALTH AND PHYSICAL EDUCATION	75
UNIVERSITY LIBRARY	75
UNIVERSITY PRESS BOOKSTORE	75
ASSEMBLY AND CHAPEL	75
EMPLOYMENT AND VOCATIONAL INFORMATION	76
STUDENT ORGANIZATIONS	76
STATISTICS	77
DEPARTMENTAL STATEMENTS	78
Introductory Courses	79
Anthropology	79
Astronomy	80
Botany	80
Chemistry	82
Economics and Sociology	83
Education	85
English	86
Fine Arts and Architecture	89
Geography	90
Geology	90
Germanic Languages and Literatures	91
Government	93
Greek and Latin	94
Hebrew	98

CONTENTS

5

PAGE

History	98
Mathematics	101
Mineralogy	102
Music	102
Philosophy	103
Physical Education	104
Physics	105
Psychology	106
Religion	108
Romance Languages and Literatures	108
Zoölogy	112
SCHEME OF ATTENDANCE	114
ACADEMIC CALENDAR	118
INDEX	120

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1924

NOTE. The date after each name indicates the expiration of the term of office.

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[Any donor of not less than \$5,000 will be enrolled among the founders of
Barnard College]

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 In the name of
 ANNA HOWARD SHAW
 Estate of
 HENRY M. SANDERS

* Deceased.

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President

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Anthon Professor of the Latin Language and Literature

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LOUIS AUGUSTE LOISEAUX, B.S. *Associate Professor of French*

JAMES T. SHOTWELL, Ph.D. *Professor of History*

EDWARD KASNER, Ph.D. *Professor of Mathematics*

WILLIAM P. MONTAGUE, Ph.D. *Professor of Philosophy*

GRACE A. HUBBARD, A.M. *Associate Professor of English*

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LA RUE VAN HOOK, Ph.D. *Professor of Greek and Latin*

² CHARLES SEARS BALDWIN, Ph.D., *Professor of Rhetoric and English Composition*

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DAVID SAVILLE MUZZEY, Ph.D. *Professor of History*

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IDA H. OGILVIE, Ph.D. *Associate Professor of Geology*

HENRI F. MULLER, B. ès L., Ph.D. *Associate Professor of French*

HARRY L. HOLLINGWORTH, Ph.D. *Professor of Psychology*

¹ Absent on leave, Winter Session.

² Absent on leave, Spring Session.

LOUISE HOYT GREGORY, Ph.D.	Associate Professor of Zoölogy
MAUDE ALINE HUTTMAN, Ph.D.	Assistant Professor of History
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WILLIAM HALLER, Ph.D.	Assistant Professor of English
CLARE M. HOWARD, Ph.D.	Assistant Professor of English
EMILIE J. HUTCHINSON, Ph.D.	Assistant Professor of Economics
GEORGE WALKER MULLINS, Ph.D.	Associate Professor of Mathematics
WILLIAM F. OGBURN, Ph.D.	Professor of Sociology
AGNES R. WAYMAN, A.B.	Assistant Professor of Physical Education
MELVIN M. KNIGHT, Ph.D.	Assistant Professor of History
HUGH WILEY PUCKETT, Ph.D.	Assistant Professor of German
RAYMOND C. MOLEY, Ph.D.	Associate Professor of Government
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CAROLINA MARCIAL-DORADO, A.M.	Assistant Professor of Spanish
GRACE LANGFORD, S.B.	Assistant Professor of Physics
ALMA DE L. LE DUC, Ph.D.	Assistant Professor of French
HELEN H. PARKHURST, Ph.D.	Assistant Professor of Philosophy
MABEL FOOTE WEEKS, A.B.	Associate in English
HELEN P. ABBOTT, A.B.	Assistant to the Dean
ALBERT F. POLLARD, M.A., Oxon.; D.Litt.	Visiting Professor of History

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ARTHUR CUSHMAN MCGIFFERT, Ph.D., D.D., LL.D.	
	Associate in Religious Instruction
HUGH BLACK, D.D., D.LITT.	Associate in Religious Instruction
EUGENE WILLIAM LYMAN, D.D.	Associate in Religious Instruction
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MINOR W. LATHAM, A.M.	Instructor in English
FLORENCE DE LOISELLE LOWTHER, A.M.	Instructor in Zoölogy
GRACE H. GOODALE, A.M.	Instructor in Greek and Latin
KENNETH W. LAMSON, Ph.D.	Instructor in Mathematics
GRACE POTTER RICE, Ph.D.	Instructor in Chemistry
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GERTRUDE WARE, Ph.D.	Instructor in Chemistry
LELIA M. FINAN	Instructor in Physical Education
CORNELIA L. CAREY, Ph.D.	Instructor in Botany
MERYLE HAUSER.	Instructor in Physical Education
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	Instructor in Romance Languages and Literatures
HÉLÈNE BIÉLER	Instructor in Romance Languages
MARY C. DILLON	Instructor in Physical Education
GEORGINA STICKLAND GATES, Ph.D.	Instructor in Psychology
J. EMILIE YOUNG, A.M.	Instructor in History

¹ Absent on leave, Spring Session.

MARY G. SPRINGER, A.M.	<i>Instructor in Zoölogy</i>
CLARA ELIOT, A.B..	<i>Instructor in Economics</i>
	<i>Instructor in Economics</i>
THOMAS PRESTON PEARDON, A.M.	<i>Instructor in History</i>
GLADYS REICHARD, Ph.D.	<i>Instructor in Anthropology</i>
ARNOLD WHITRIDGE, A.M.	<i>Instructor in English</i>
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WILLIAM M. GAFAFER, A.M.	<i>Instructor in Mathematics</i>
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BLANCHE PRENEZ	<i>Lecturer in French</i>
ISABEL LEAVENWORTH, A.B.	<i>Lecturer in Philosophy</i>
ESTELLE H. DAVIS	<i>Lecturer in English</i>
HERBERT J. PHILLIPS, A.B.	<i>Lecturer in Philosophy</i>
CANDACE HOWARD	<i>Lecturer in Physical Education</i>
DOROTHY NYE	<i>Lecturer in Physical Education</i>
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RACHEL V. METCALF, A.B.	<i>Assistant in Zoölogy</i>
	<i>Assistant in Botany</i>
EDWARD A. KILINSKI, A.M..	<i>Assistant in Geology</i>
FREDERICK H. LUND, A.M.	<i>Assistant in Psychology</i>
	<i>Assistant in Zoölogy</i>

Other Officers of the University Who Give Instruction in Barnard College

FRANZ BOAS, Ph.D., LL.D., Sc.D.	<i>Professor of Anthropology</i>
FRANKLIN THOMAS BAKER, Litt.D.	
	<i>Professor of the English Language and Literature</i>
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ERNEST H. WRIGHT, Ph.D.	<i>Associate Professor of English</i>
MARY THEODORA WHITLEY, Ph.D.	<i>Assistant Professor of Education</i>
DIXON R. FOX, Ph.D.	<i>Associate Professor of History</i>
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CLINTON W. KEYES, Ph.D.	<i>Assistant Professor of Greek and Latin</i>
VITO G. TOGLIA, A.M.,	<i>Instructor in Italian</i>

Barnard Representatives on the University Council

The DEAN (*ex-officio*), Professor REIMER (serving until June, 1924), and Professor KNAPP (serving until June, 1926).

Barnard Representatives on the University Committee on Admissions

Professor JONES, *chairman*, and the DEAN (*ex-officio*).

MEMBERS OF BARNARD SUB-COMMITTEE: Professors BRAUN and HUTTMAN, and Miss LATHAM.

Standing Committees of the Faculty

COMMITTEE ON INSTRUCTION: The DEAN, *chairman*, Professors KNAPP, RICHARDS, MALTBY, HUBBARD, HOLLINGWORTH, KELLER, OGBURN, and KNIGHT.

COMMITTEE ON SCHOLARSHIPS: The DEAN, *chairman*, Professors HUTTMAN and HOWARD, and Mrs. LOWTHER.

COMMITTEE ON HONORS: Professor KELLER, *chairman*, Professors BREWSTER and HOLLINGWORTH, and the DEAN (*ex-officio*).

COMMITTEE ON STUDENT AFFAIRS: The DEAN, *chairman*, Professors CRAMPTON, BALDWIN, and HUTCHINSON, LE DUC and Miss WEEKS.

COMMITTEE ON STUDENTS' PROGRAMS: Professor GREGORY, *chairman*, Professors , MULLER, and HUTCHINSON, LE DUC, and PARKHURST, DRs. LAMSON and RICE, Miss LATHAM and Mrs. BAKER, and the DEAN (*ex-officio*).

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MABEL FOOTE WEEKS, A.B.	Assistant to the Dean — Social Affairs
HELEN P. ABBOTT, A.B.	Assistant to the Dean — Residence Halls
MARY V. LIBBY, A.B.	Assistant to the Dean — Admissions, Information
BERTHA L. ROCKWELL	Librarian of Barnard College
HENRY A. GRIFFIN, A.B., M.D.	Comptroller of Barnard College
GULIELMA F. ALSOP, M.D.	College Physician
HARRIET JAMESON	Director of Commons

WILLIAM H. CARPENTER, Ph.D.	Provost of the University
FREDERICK A. GOETZE, M.Sc.	Comptroller of the University
REV. RAYMOND C. KNOX, S.T.D.	Chaplain of the University
WILLIAM H. McCASTLINE, M.D.	University Medical Officer

Barnard College

GENERAL STATEMENT

Columbia University. — Columbia University was founded in 1754 as Kings College by royal grant of George II, King of England, 'for the Instruction of youth in the Learned Languages, and the Liberal Arts and Sciences.' The Revolutionary War interrupted its active work; but in 1784 it was reopened as Columbia College. In 1912, the corporate title was changed to Columbia University in the City of New York.

The University at the present time consists of Columbia College, the undergraduate college of liberal arts for men, which offers a program of studies leading to the degree of Bachelor of Arts; the School of Law (not open to women), with courses leading to the degrees of Bachelor and Master of Laws and Doctor of Law (Doctor Juris); the College of Physicians and Surgeons, with courses leading to the degree of Doctor of Medicine; the Schools of Mines, Engineering, and Chemistry (not open to women), with courses leading to the several engineering degrees, and the degree of Master of Science; the School of Architecture, with courses leading to the degrees of Bachelor of Architecture and Master of Science; the School of Journalism, with courses leading to the degrees of Bachelor of Literature and Master of Science; the School of Business, with courses leading to the degrees of Bachelor and Master of Science; the School of Dentistry, with courses leading to the degrees of Bachelor of Science and Doctor of Dental Surgery; the non-professional graduate Faculties of Political Science, Philosophy, and Pure Science, with courses leading to the degrees of Master of Arts and Doctor of Philosophy. In addition to these Schools and Faculties, the University includes the independent corporations of Barnard College, the undergraduate college for women, with a course leading to the degree of Bachelor of Arts; Teachers College, including the Faculties of Education and Practical Arts, with courses leading to the degrees of Bachelor of Science, Master of Arts, and Master of Science; and the New York College of Pharmacy, with courses leading to the degrees of Pharmaceutical Chemist, Bachelor of Science and Doctor of Pharmacy.

Founding of Barnard College. — Barnard is the undergraduate college for women of Columbia University. In 1889 a group of men and women who wished to provide for women in New York City a college education fully equal to that offered to men succeeded in obtaining the sanction of the Trustees of Columbia for the establishment of an affiliated woman's college. A charter was granted by the State of New York, and promises of subscriptions for the support of the college during the first four years of its existence were secured. Because President Frederick A. P. Barnard of Columbia College had for many years been an ardent advocate of the admission of women to Columbia, the founders of the

new college gave it his name. With seven instructors selected from the teaching staff of Columbia and with twenty-six students, Barnard opened in the fall of 1889 in a rented house at 343 Madison Avenue.

Relation to the University. — In 1900, when the growth of the College had made inappropriate the original informal arrangement for instruction, an agreement was made between the Trustees of Columbia College and of Barnard College by which Barnard was incorporated in the educational system of the University. By the provisions of this agreement, the President of the University is *ex-officio* President of Barnard College. Barnard professors are appointed by the University on the nomination of the Dean with the approval of the President and the Trustees, and rank as professors of the University; in exchange for instruction given by them at Columbia, certain Columbia instructors give courses at Barnard. The graduates of Barnard receive their degrees from Columbia, and these degrees are maintained as of equal value with corresponding degrees conferred upon the graduates of Columbia College. The University library is open to women on the same terms as to men. Various opportunities in other schools of the University have also, through the relation of Barnard College to Columbia, been opened to Barnard students who wish to avail themselves of the advantage of professional training. On the other hand, Barnard has its separate corporate and financial organization, with its own Board of Trustees. It retains its own internal administration, conducted by the Dean, who is appointed by the President with the advice and consent of the Trustees of Barnard. Its courses are determined and administered by its own Faculty, consisting of all professors who give instruction at Barnard.

Buildings and Grounds. — Since 1897 Barnard has occupied the land on Broadway between 119th and 120th Streets, just west of the main buildings of the University. In 1903, Milbank Quadrangle, extending from 119th to 116th Street, was added through the gift of Mrs. A. A. Anderson. Milbank Hall and Brinckerhoff Hall, erected in 1896, the gifts respectively of Mrs. Anderson and Mrs. Van Wyck Brinckerhoff, and Fiske Hall, erected in 1898, the gift of Mrs. Josiah M. Fiske, are three adjoining buildings on 119th Street; they contain the administrative offices, lecture rooms, and laboratories. Brooks Hall, at the southern end of the Quadrangle on 116th Street, erected in 1907, is the main hall of residence. The College also uses for residence purposes a part of John Jay Hall, on Claremont Avenue overlooking the campus, which is the property of Columbia University. Students Hall, given by Mr. Jacob H. Schiff and erected in 1917, is on Milbank Quadrangle near 117th Street; it contains the gymnasium, swimming-pool, lunch-room, reading-room, doctor's and nurses' offices, and rooms for student organizations.

Financial Statement. — The College owns equipment, buildings, and grounds of an estimated value of over \$2,500,000, and holds productive funds providing a net income of about \$178,000.

Course of Study. — Barnard College offers a liberal course of undergraduate instruction for women, of four years' duration, leading to the degree of Bachelor of Arts.

Students who wish two years only of collegiate work, in preparation for professional schools, may enter under the same conditions as those intending to complete the requirements for the Bachelor of Arts degree, and take, during the

freshman and sophomore years, a program modified to meet the requirements of the professional school to which the transfer is to be made.

Under certain circumstances, Barnard students in the Bachelor of Arts course may, after three full years of work at Barnard College, receive permission to substitute the first year of an approved professional school for the senior year at college, and still obtain the Bachelor of Arts degree.

Academic Discipline. — The admission, continuance upon the rolls, and graduation of any student is subject to the full disciplinary power of the University authorities, as prescribed by the statutes of the University.

The College makes all possible provision for safeguarding the health of its students and it reserves the right to require the withdrawal of any student whose health, in the opinion of the College Physician, does not warrant her continuing her college course.

Residence. — All students not residing with their parents are required to live in Brooks Hall or John Jay Hall unless for reasons of weight they receive special permission to live with relatives. Applications for such permission, accompanied by letters of approval from parents or guardians, should be made before August 1 to the Assistant to the Dean in charge of Social Affairs. Reservations for rooms outside, made without permission, will not be approved.

ADMISSION

To Columbia University in General. — A student accepted and registered by the proper authorities as having fulfilled the preliminary qualifications for candidacy for a degree, certificate of proficiency, or diploma, is enrolled as a matriculated student of the University. A period of regular attendance upon all stated academic exercises amounting to at least one academic year must be completed by every candidate for a degree.

A student not enrolled as a matriculated student may enter the University as a non-matriculated student, permitted to attend such courses of instruction as he or she may be qualified to take, but is not a candidate for a degree, certificate of proficiency, or diploma. Such students are expected to conform to the same standards of attendance and scholarship as are required of matriculated students. Non-matriculated students may receive a formal statement of the satisfactory completion of any course. (See p. 31.)

Admission to the several schools and colleges of Columbia University presupposes certain educational qualifications, but the possession of these qualifications does not entitle a candidate to admission unless his or her character and personality are acceptable to the University and unless he or she is physically fit to do the work which he or she desires to undertake. Satisfaction of the minimum requirements for admission to a school does not insure admission, particularly if the school be crowded.

To Barnard College in Particular. — Admission as a matriculated student to Barnard College is obtained by examination, or by psychological test, except that in suitable cases the certified credentials of degree-granting institutions may be accepted for the subjects or parts of subjects which they cover.

Except for reasons of weight, candidates for admission to the freshman class

must be at least fifteen years of age at the time of matriculation; candidates for admission to advanced standing must be correspondingly older. Every candidate must, before admission, present a certificate of good moral character from her last teacher, or from some properly qualified citizen. Students from other colleges or universities must present certificates of honorable dismissal.

Information regarding admission may be obtained in person, or by mail or telephone, from the Secretary to the Committee on Admissions of Barnard College.

Preliminary Application for Admission.— Each student who plans to enter the College should file a preliminary application for admission with the Secretary to the Committee on Admissions at as early a date as possible. Other things being equal, early applications will receive the preference.

ADMISSION TO THE FRESHMAN CLASS

IMPORTANT

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The aural tests in modern languages (see pages 35, 37, 41, 46) have been discontinued as *entrance requirements*. They may or may not be required by the departments for placement after entrance.

COUNTING UNITS
3
3
5
4
15

Elective Subjects

Candidates may offer any of the following subjects, not included among their prescribed subjects, without other restrictions than that to offer an intermediate or advanced subject will involve offering, either at the same time or earlier, the corresponding elementary subject:

	COUNTING IN UNITS
Botany (page 31)	1
Chemistry (page 32)	1
Drawing (page 33)	1
French, elementary (page 35)	2
French, intermediate (page 37)	1
French, advanced (page 37)	1
German, elementary (page 37)	2
German, intermediate (page 39)	1

¹ The ordinary four-year secondary school course in English counts as three units.

German, advanced (page 40)	1
Greek, elementary (page 40)	2 or 3
History, elementary (page 41)	1, 2, 3, or 4
¹ Italian, elementary (page 41)	2
¹ Italian, intermediate (page 42)	1
Latin, elementary (page 42)	2, 3, or 4
Mathematics, advanced (College) (page 44)	$\frac{1}{2}$, 1, or $1\frac{1}{2}$
¹ Musical Appreciation or Harmony (page 45)	1
Physics (page 45)	1
Physiography (page 46)	1
Spanish, elementary (page 46)	2
Spanish, intermediate (page 47)	1
Spanish, advanced (page 47)	1
Zoölogy (page 48)	1

² Plans of Admission

Three plans of admission are open to properly qualified candidates for admission to Barnard College. The first employs a psychological examination; the second employs examinations in all 15 of the units offered; and the third, four comprehensive examinations. In all plans it is necessary to submit a record of preparatory work. Blanks for this record may be obtained from the Secretary to the Committee on Admissions.

I. Psychological Test

By this plan, a candidate's qualifications for admission will be based upon the following four considerations:

A. School Record.

In considering this, the standing of the school, the excellence of the candidate's work, and the subjects studied, will be vital. She must have completed in an acceptable secondary school a course extending over at least four years, and covering the subjects required for admission. (See page 17.)

The candidate must have been graduated and must be recommended by her principal or headmistress. In schools in New York State in which Regents' examinations are given, the candidate must have passed the Regents' examinations with satisfactory grades.

In determining whether or not a school is satisfactory the procedure to be followed will be this:

Schools within the territory of the New England Certificate Board will be acceptable if on the accepted list of that board.

¹ An examination in this subject will be given in September, but not in June.

² Candidates who find that examinations are fixed for days set apart for religious purposes by the church to which they belong, and who are prevented by conscientious scruples from attending such examinations, are requested to make application to the Committee on Admissions through the Registrar of Barnard College for equitable relief. It should be noted, however, that in case alternative opportunities for taking a given examination are statedly offered, as for instance the June and September entrance examinations, such students are expected to present themselves on the day which is not set apart as a holy day.

Similarly schools within the territory of the Association of Colleges and Secondary Schools of the Southern States or of the North Central Association of Colleges and Secondary Schools will be regarded as acceptable if on the approved list of either of these associations.

Schools outside the territory of any of these bodies will be requested to submit the names of leading colleges on whose accepted lists they do appear, and their acceptability will be determined for the time being upon the basis thus furnished.

In case any school recommends students whose records prove to be consistently below the standard, the records of that school will no longer be considered satisfactory.

If a student's work in college should show her deficient in any entrance subject in which she has received credit, her credit in that subject will be cancelled.

B. Character and Promise.

The candidate's qualities, mental and moral, as shown by her record in and out of school and the recommendations which she can submit, will be important factors. Whenever possible, a personal interview will be required. In cases in which this is not possible a photograph must be submitted and the names of at least three responsible citizens must be given as references.

C. A Health Record.

This will include a health history and the results of a health examination. These must be submitted on blanks furnished by the Secretary to the Committee on Admissions.

D. A Psychological Examination.

This examination is designed to select the students qualified by general ability to profit by a college course. It is not an examination in the subject matter of the secondary school course. It is to test common sense and general fitness for college work rather than preparation in specific subjects.

The examination will be given June 23, 1924, at 9 a.m., for candidates for admission in the following September. It will be given also on September 18 at 9 a.m., and on January 27, 1925, at the same hour. In June the examination will be given in any place in which suitable arrangements for conducting it can be made. In September and January, it will be given in Columbia University only. The usual entrance examination fee of six dollars will be charged.

It should be clearly understood that the satisfaction of any one or two of these requirements does not entitle the candidate to admission. Evidence on all of these points is considered by the Committee on Admissions in its selection from among the candidates of those best fitted for a college course.

II. Examinations in 15 Units

Candidates entering by this plan are required to take the psychological examination for purposes of record only, and no extra fee will be charged.

By this plan a candidate's qualifications for admission will be based upon the following three considerations:

A. School Record

Evidence of adequate preparation in the subjects required for admission on the part of candidates who have not completed a year of college work, includes both examination and school records.

The following examinations in 15 units may be offered in partial fulfillment of the examination requirements for admission:

- (i) Those given by the College Entrance Examination Board.¹
- (ii) Those entrance examinations given by Columbia University.
- (iii) Examinations given in the high schools by the Education Department of the State of New York (Regents'), to students who have satisfactorily completed certain courses in these high schools. In these examinations seventy-five per cent will ordinarily be regarded as the lowest passing mark.

NOTE. — Owing to the fact that the examinations in Latin given by the State Education Department are not entirely at sight as now regularly required by Barnard College, candidates are strongly advised to take the examinations in prose at sight and verse at sight and advanced prose composition, either instead of, or in addition to, the third and fourth year papers. The College reserves the right to examine in Latin any candidate entering on State Examinations in case for any reason it deems it desirable to do so.

(iv) With special permission, certificates of entrance examinations taken in good faith for admission to other institutions. Such certificates are accepted only in so far as they cover specifically, and by name, subjects or lettered (or numbered) parts of a subject which are accepted for admission as stated on page 17.

Except for reasons of weight such certificates are not accepted as covering subjects passed more than twenty-nine months' previous to the date at which the candidate begins residence.

A candidate may not present herself at more than four series of examinations, except by special permission of the Committee on Admissions.

B. Character.

Evidence of the possession of the qualities of mind and character deemed requisite for the most profitable pursuit of a college course; and

C. A Health Record.

This will include a health history and the results of a health examination.

It should be clearly understood that the satisfaction of any one or two of these requirements does not entitle the candidate to admission.

III. Four Examinations Plan

Candidates entering by this plan are required to take the psychological test for purposes of record only, and no extra fee will be charged.

By this plan a candidate's qualifications for admission will be based upon the following three considerations:

¹ The numerical ratings of the Board are accepted by the College. The passing mark, however, is fixed by the Committee on Admissions.

A. School Record.

A candidate for admission who has completed with a high degree of proficiency a satisfactory secondary school course may, at the discretion of the Committee on Admissions, receive permission to satisfy the examination requirements for admission by passing entrance examinations in not less than four subjects at one and the same series of examinations, the subjects in question to include all those prescribed for admission and the examinations to be the comprehensive examinations. These subjects must be the following, unless for reasons of weight the Committee on Admissions allows substitution for 1 or 3:

1. English.
2. A foreign language.
3. Mathematics.
4. A fourth subject, designated by the applicant from the subjects accepted for entrance. This choice will be subject to the approval of the Committee on Admissions, which may at its discretion substitute another subject.

These four examinations must be taken at one time. Comprehensive examinations (see page 49) are held by the College Entrance Examination Board in June, and by Columbia University in September.

At least two examinations must cover more than two units each.

In each subject chosen for examination, the comprehensive examination covering all the units offered by the candidate for admission, must be taken.

Applicants who desire to use the Four Examinations Plan for admission must furnish school reports covering the entire record of subjects and grades for four years previous to college entrance, and a confidential estimate of character, personality, and promise of usefulness from the school principal. These should be sent to the Secretary to the Committee on Admissions if possible before February 15 of the year in which the examinations are to be taken. The Committee on Admissions must give its permission, based on these reports, before the applicant may take the examinations.

A student, if admitted, will be admitted without conditions. If she fails of admission she will not be considered for admission again under the Four Examinations Plan until after the interval of one academic year. She may, however, present herself at the next series of examinations as a candidate for admission under the plan which offers examinations in all fifteen units. The results of a candidate's examinations will stand to her credit for twenty-nine months.

A candidate who wishes to enter by the Four Examinations Plan may, if she desires, test herself by taking preliminary examinations — not to be credited toward admission — before she presents herself for the four comprehensive examinations which she plans to count.

B. Character.

Evidence of the possession of the qualities of mind and character deemed requisite for the most profitable pursuit of a college course; and

C. A Health Record.

This will include a health history and the results of a health examination.

It should be clearly understood that the satisfaction of any one or two of these requirements does not entitle the candidate to admission.

Time. — Examinations for admission to Barnard College are held each year in June and September. In 1924 they will be held June 16–21 and September 15–20, and in 1925, June 15–20.

NOTE. — The regular series of entrance examinations in January have been discontinued. Candidates for admission to Barnard College in February of any year may be given entrance examinations in the preceding January provided that they present evidence of preparation which makes it reasonably probable that they can pass the examinations for which they wish to apply, and provided further that such examinations would, if passed, complete their requirements for admission.

Place. — In June the entrance examinations will be conducted by the College Entrance Examination Board, of which Columbia University is a member, at Barnard College, and at a large number of widely distributed points. A list of these points will be published by the Board (431 West 117th Street, New York, N. Y.) about March 1. Requests that the examinations be held at particular points, to receive proper consideration, should be transmitted to the Secretary of the Board not later than February 1.

In September, 1924, the entrance examinations of Barnard College will be conducted by the Columbia University Committee on Admissions, and will be held only at the College.

Application for Examination. — Every candidate for examination is required to file an application in advance for *each series of examinations* which she wishes to take. For the examinations in June, 1924, the application must be filed with the Secretary of the College Entrance Examination Board, 431 West 117th Street, New York, N. Y.

Application for examination in the United States east of the Mississippi River or on the Mississippi River, must be filed on or before May 26. Applications for examination, elsewhere in the United States or in Canada must be filed on or before May 19, and applications for examination at points outside of the United States and Canada must be filed on or before May 5. Requests for blank forms of application should be addressed to the Secretary of the Board.

When the candidate has failed to obtain the required blank form of application for examination, the usual examination fee will be accepted if the fee arrives not later than the specified date accompanied by a memorandum containing the name and address of the candidate, the examination center at which she wishes to present herself, and a list of all the subjects in which she may have occasion to take the Board's examinations.

A candidate for a competitive scholarship to be awarded on the basis of the June examinations must, in her application to the Secretary of the College Entrance Examination Board, mention the scholarship for which she is competing. For the examinations in September, 1924, applications must be filed with the Registrar of Barnard College on or before September 8. Requests for blank forms of application should be addressed to the Secretary to the Committee on Admissions of Barnard College.

Candidates who wish to use four examinations for admission (see page 20) should, if possible, submit their records to the Secretary to the Committee on Admissions before February 15 of the year in which the examinations are to be taken.

Examination Fee. — *The fee for each series of examinations is \$9 for the College Entrance Board and \$6 for the Columbia University examinations.*

Every application for examination in June must be accompanied by a fee of \$9 in the form of a postal order, express order, or draft on New York, to the order of the *College Entrance Examination Board*, for all candidates examined at points in the United States and Canada, and \$20 for all candidates examined at points outside of the United States and Canada. Applications received later than the dates named will be accepted where it is possible to arrange for the examination of the candidates concerned, but only upon the payment of an additional fee.

Every application for examination in September must be accompanied by a fee of \$6 in the form of a postal order, express order, or draft on New York, to the order of *Barnard College*.

If a late application is accepted, a second fee of \$6 must be paid.

The receipt for the examination fee must be carefully preserved by the candidate and shown (not surrendered) to the supervisor in charge of the examinations as evidence of her right to be admitted to the same.

The fee for examination in June cannot be returned unless the request for the cancellation of the application and the return of the fee reaches the Secretary of the Board on or before June 9, 1924. The fee for examination in September cannot be returned unless the request for the cancellation of the application and the return of the fee reaches the Registrar of Barnard College on or before September 11, 1924.

Comprehensive Examinations. — The College Entrance Examination Board also holds a set of Comprehensive Examinations designed primarily to meet the needs of candidates wishing to enter by four examinations (see pp. 20, 49). Candidates for admission by examinations in all 15 units may take the comprehensive examination in the whole of any subject offered instead of the "ordinary" examinations in the separate parts of that subject, *e.g.*, English Cp. instead of English *a* and *b*.

The applications and examination fees of candidates desiring to take the Board's comprehensive examinations are subject to the same general rules as the applications and fees of other candidates for examination (see page 22).

Schedule of Examinations. — Candidates taking the examinations must report to the supervisor, in the examination room, fifteen minutes in advance of the first examination which they are to attend.

JUNE EXAMINATIONS

June 16–21, 1924

On Tuesday morning and on every subsequent half-day a candidate will be permitted to remain under examination for four hours, but not longer, if the periods assigned to the examinations that she wishes to take aggregate four hours or more.

Monday, June 16

Mathematics <i>a</i> — Elementary Algebra (3 hours)	9:30
Mathematics <i>a i</i> — Algebra to Quadratics (2 hours)	9:30

Mathematics <i>a ii</i> — Quadratics and beyond (2 hours)	9:30
Comprehensive Mathematics Cp. 3 — Elementary (3 hours)	9:30
Comprehensive Mathematics Cp. 4 — Elementary and Advanced (3 hours)	9:30
¹ French (3 hours)	2:00
French <i>x</i> , elementary aural (1 hour)	5:10

Tuesday, June 17

English 1 — Grammar and Composition (2 hours)	9:00
English 2 — Literature (2 hours)	9:00
English 1 — 2 (3 hours)	9:00
Comprehensive English (3 hours)	9:00
Latin <i>q</i> — Sight Translation of Poetry (2 hours)	2:00
French <i>y</i> , intermediate aural (1 hour)	4:10

Wednesday, June 18

Comprehensive Latin (3 hours)	9:00
Latin 6 — Advanced Prose Composition (1 hour)	9:00
Latin <i>p</i> — Sight Translation of Prose (2 hours)	9:00
Mathematics <i>b</i> — Advanced Algebra (2 hours)	2:00
Mathematics <i>e</i> — Plane Trigonometry (2 hours)	2:00

Thursday, June 19

History <i>a</i> — Ancient (2 hours)	9:00
History <i>b</i> — Modern (2 hours)	9:00
History <i>c</i> — English (2 hours)	9:00
History <i>d</i> — American and Civil Government (2 hours)	9:00
Mathematics <i>cd</i> — Plane and Solid Geometry (3 hours)	2:00
Mathematics <i>c</i> — Plane Geometry (2 hours)	2:00
Mathematics <i>d</i> — Solid Geometry (2 hours)	2:00
Mathematics <i>cp H</i> — Advanced Mathematics (3 hours)	2:00
German <i>y</i> , intermediate aural (1 hour)	5:10
Spanish <i>y</i> , intermediate aural (1 hour)	5:10

Friday, June 20

Physics (3 hours)	9:00
Zoölogy (2 hours)	9:00
² German (3 hours)	2:00
³ Spanish (3 hours)	2:00
Italian (3 hours)	2:00
German <i>x</i> , elementary aural (1 hour)	5:10
Spanish <i>x</i> , elementary aural (1 hour)	5:10

¹ The comprehensive examination in French will make provision for French Cp. 2, Cp. 3, Cp. 4, *a*, *b*, *bc*.

² The comprehensive examinations in German will make provision for German Cp. 2, Cp. 3, Cp. 4, *a*, *b*, *bc*.

³ The comprehensive examinations in Spanish will make provision for Spanish Cp. 2, Cp. 3, Cp. 4, *a*, *b*, *bc*.

ENTRANCE EXAMINATIONS

25

Saturday, June 21

Botany (2 hours)	9:00
Geography (2 hours)	9:00
Chemistry (3 hours)	9:00
Drawing (2 hours)	2:00
Comprehensive Greek (3 hours)	2:00

Monday, June 23

Psychological Examination	9:00-12:30
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SEPTEMBER EXAMINATIONS

September 15-20, 1924

Monday, September 15

English 1 (2 hours)	9:00
English 2 (2 hours)	9:00
Comprehensive English (3 hours)	9:00
¹ French <i>a, b, c</i> and Comprehensive (3 hours)	2:00
French <i>x</i> , elementary aural (1 hour)	5:10

Tuesday, September 16

Latin — Second Year (2 hours)	9:00
Latin — Third Year (1 hour)	9:00
Latin — Fourth Year (2 hours)	9:00
Comprehensive Latin (3 hours)	9:00
History <i>a</i> — Ancient (2 hours)	2:00
History <i>b</i> — Modern European (2 hours)	2:00
History <i>c</i> — English (2 hours)	2:00
History <i>d</i> — American and Civil Government (2 hours)	2:00
French <i>y</i> , intermediate aural (1 hour)	5:10

Wednesday, September 17

Mathematics <i>a i</i> — Algebra to Quadratics (2 hours)	9:00
Mathematics <i>a ii</i> — Quadratics and beyond (2 hours)	9:00
Mathematics <i>a</i> — Elementary Algebra, complete (3 hours)	9:00
Comprehensive Elementary Mathematics (3 hours)	9:00
² German (3 hours)	2:00
³ Italian (3 hours)	2:00
² Spanish (3 hours)	2:00
Spanish <i>x</i> , elementary aural (1 hour)	5:10
German <i>x</i> , elementary aural (1 hour)	5:10

¹ The examination in French will make provision for French Cp. 2, Cp. 3, Cp. 4, *a, b, bc*.

² The examinations in German and Spanish will make provision for German Cp. 2, Cp. 3, Cp. 4, *a, b, bc*, Spanish Cp. 2, Cp. 3, Cp. 4, *a, b, bc*.

³ The examination in Italian will make provision for Italian Cp. 2, Cp. 3, *a* and *b*.

Thursday, September 18

¹ Psychological Examination	9:00
Mathematics <i>d</i> — Solid Geometry (2 hours)	2:00
Mathematics <i>b</i> — Advanced Algebra (2 hours)	2:00
Mathematics <i>e</i> — Plane Trigonometry (2 hours)	2:00
Comprehensive Advanced Mathematics (3 hours)	2:00
Greek (3 hours)	2:00
German <i>y</i> , intermediate aural (1 hour)	5:10
Spanish <i>y</i> , intermediate aural (1 hour)	5:10

Friday, September 19

Botany (2 hours)	9:00
Chemistry (2 hours)	9:00
Physiography (2 hours)	9:00
Physics (2 hours)	9:00
Zoölogy (2 hours)	9:00
Mathematics <i>c</i> - Plane Geometry (2 hours)	2:00
Drawing (2 hours)	2:00
Music <i>a</i> , Musical Appreciation (2 hours)	2:00
Music <i>b</i> , Harmony (2 hours)	2:00

Substitutes for the Board or Barnard Examinations. — Barnard College accepts in lieu of its entrance examinations or those of the College Entrance Examination Board ² no credentials of any sort except (1) the examination reports of the Education Department of the State of New York, showing that the candidate has completed certain courses in a high school in the State of New York and that she has passed the examinations of the Education Department in these subjects ³ (for table of equivalents, see page 27), (2) with special permission, the official reports of entrance examinations taken in good faith for admission to other colleges, and (3) certain courses of the Summer Session of Columbia University (see page 28). These credentials are accepted only in so far as they cover specifically, and by name, subjects or lettered (or numbered) parts of a subject which are accepted for admission to Barnard College, and state in percentages the grades received in the examinations in such subjects. Candidates must take the regular entrance examinations in the subjects in which their credentials are not deemed adequate. Except for reasons of weight, credentials are not accepted as covering subjects passed more than twenty-nine months previous to the date at which the candidate intends to begin residence. No certificates from preparatory schools or from preparatory departments of colleges will be accepted in lieu of entrance examinations.

In order to be credited toward entrance, the candidate's credentials, together with (1) the statement of the extent and character of her preparation in each subject offered (see School Record, page 18), and (2) any certificates for science laboratory work or drawings that she has to present, must be in the hands of

¹ In January it will be given on the 27th, 9:00-12:30.
² The numerical ratings of the Board are accepted by the College, but the passing mark is fixed by the Committee on Admissions.
³ 75% will ordinarily be regarded as the lowest passing mark in these examinations.

the Committee on Admissions on or before August 1 for admission in September, and on or before January 1, for admission in February.

State Education Department Examinations. — Candidates for admission on the credentials of the New York State Education Department should notify the Secretary to the Committee on Admissions of Barnard College of their intention on or before August 1 for admission in September and on or before December 1 for admission in February, in order that sufficient time may be allowed for obtaining their records from the Education Department.

In these examinations 75 % will ordinarily be regarded as the lowest passing mark. These examinations will be subject to the same rules as to series and dates as other examinations (see page 20).

The subjects for which the State credentials are accepted and their value in Barnard entrance units are as follows:

	State Education Department counts	Barnard units
¹ Botany (Advanced Botany)	5	1
¹ Chemistry	5	1
¹ Drawing, Elementary Design, and Elementary Repre- sentation and Intermediate Drawing	6	1
² English, Four Years (including literature questions) . . .	14-16	3
French, elementary, Two Years	10	2
French, intermediate, Third Year	5	1
French, advanced, Fourth Year	5	1
German, elementary, Two Years	10	2
German, intermediate, Third Year	5	1
German, advanced, Fourth Year	5	1

Greek:

Grammar and Composition	} 10	2
Second Year Greek		
Translation of Prose at Sight		
Third Year Greek	5	$\frac{1}{2}$
Advanced Prose Composition	0	$\frac{1}{2}$

¹ History:

¹ Ancient or Major Sequence Course A	5	1
¹ Modern, Parts I and II or Major Sequence Course B . .	5-6	1
¹ English	5	1
¹ American and Civics or Major Sequence Course C . . .	5	1
Italian, elementary, Two Years	10	2
Italian, intermediate, Third Year	5	1

¹ Credit cannot be secured in these subjects unless the following requirements are met:

(a) In all natural sciences, teachers' certificates of laboratory work, covering exercises described in the definitions of requirements in each subject (pp. 31-49), must be presented in accordance with the regulations stated on page 51. In doubtful cases, the candidate will be required to submit a certified laboratory note-book.

(b) In Drawing, a teacher's certificate, covering at least twenty drawings, must be presented in accordance with the regulations stated on page 51.

(c) In History, only the five-count electives will be accepted.

² Candidates must submit certificates showing that they included the literature questions in their Regents' examinations in English.

¹ Latin (for candidates offering 4 units):

¹ Prose at Sight.	0	1½
¹ Verse at Sight.	0	1½
Advanced Prose Composition	0	1

Latin (for candidates offering 2 or 3 units):

¹ Second Year Latin.	10	2
¹ Prose or Verse at Sight	0	1

Mathematics:

Algebra	} 7	2
Intermediate Algebra		
Plane Geometry	5	1
Solid Geometry	2	½
Plane Trigonometry	2	½
Advanced Algebra	2	½
² Physics	5	1
² Physiography	5	1
Spanish, elementary, Two Years	10	2
Spanish, intermediate, Third Year	5	1
Spanish, advanced, Fourth Year	5	1
² Zoölogy (Advanced Zoölogy)	5	1

Summer Session Work in Lieu of Entrance Examinations. — A grade of C (in some courses, B) in the following courses of the Summer Session of Columbia University will fulfill entrance requirements or remove entrance conditions in the subjects specified in each case:

- Chemistry sA — for Chemistry
- English sx — for English 1, grammar and composition, taken as review work, provided a grade of B is obtained
- English sy — for English 2, literature, taken as review work, provided a grade of B is obtained
- French sA1, sA01, sA2 — for elementary French
- French sB1 — for intermediate French
- French sB2 — for advanced French
- Geography s25 — for physiography
- German sA1, sA2 — for elementary German
- German sB1 — for intermediate German
- German sB2 — for advanced German

¹ Owing to the fact that the examinations in third and fourth year Latin given by the State Education Department are not entirely at sight, as now regularly required by Columbia University, candidates entering on State examinations are strongly advised to take the examinations in Latin prose at sight and verse at sight, either instead of or in addition to the third and fourth year papers. The College reserves the right to examine in Latin any candidate who has not passed these sight translation papers, in case for any reason it deems it desirable to do so. This regulation applies to all examinations taken in June, 1919, and thereafter.

² Credit cannot be secured in these subjects unless the following requirements are met:
(a) In all natural sciences, teachers' certificates of laboratory work, covering exercises described in the definitions of requirements in each subject (pp. 31-49), must be presented in accordance with the regulations stated on page 51. In doubtful cases, the candidate will be required to submit a certified laboratory note-book.

History sx9 (American History) — for elementary history d, provided a grade of B is obtained

History sx5 (Ancient History) — for elementary history a, provided a grade of B is obtained

Italian sA1, sA2 — for elementary Italian

Latin sx2 — for 2 years Latin, taken as review, provided a grade of B is obtained

Latin sy2 — for Cicero, if the student has already completed the reading of third year Latin, and provided a grade of B is obtained

Latin sy1 — for Vergil, if the student has already completed the reading of fourth year Latin, and provided a grade of B is obtained

Latin sZ — for advanced Latin prose composition (a grade of B required)

Mathematics sx — for elementary algebra, complete, if taken as review, and provided a grade of B is obtained

Mathematics sy — for plane geometry, if taken as review, and provided a grade of B is obtained

Mathematics sA1, sA2, s1 — for the corresponding parts of advanced mathematics

Physics sA1 and sA2 — for physics

Spanish sA1 and sA2 — for elementary Spanish

Spanish sB1 — for intermediate Spanish

Other Summer Session courses may be counted as fulfilling entrance requirements only by special permission.

Entrance Conditions and Probation. — A candidate for admission who has not secured the prescribed fifteen units may be admitted to the freshman class with conditions, if, in the judgment of the Committee on Admissions, she is qualified to undertake the work of the class. General deficiency in any prescribed subject will disqualify for admission. Except for reasons of weight a student who has failed to complete a course in a good high school or preparatory school will not be admitted with conditions.

All entrance conditions must be removed within one calendar year from the date of entrance.

A student admitted conditionally or by credentials from another college or from the State Education Department will be held under probation during the first winter or spring session of residence. By Tuesday of the week preceding the Thanksgiving holidays, each department in which students on probation attend will make to the Committee on Instruction a special report of progress in the case of every such student. The Dean, on the recommendation of the Committee on Instruction, will as soon as practicable after the mid-year examinations decide as to each student on probation whether she shall be admitted to full standing, have her period of probation extended, or be dropped from the roll.

The mark C, B, or A, obtained at the end of the first winter or spring session of residence, in a course of a higher grade than the entrance requirement, will be regarded as removing an entrance condition in that subject, unless the condition was incurred in a part of the subject not directly involved in the work of the college course. To remove a condition by college work a mark of at least thirty-five per cent must have been obtained in an entrance examination. Any

condition not so removed must be satisfied by a regular entrance examination for which an application must be filed and a fee paid precisely as required of a candidate for admission. (Regarding the removal of entrance conditions by work in the Summer Session of Columbia University, see above.)

While work done in University extension courses is not primarily accepted in lieu of entrance examinations, *entrance conditions* may be removed by a grade of at least C subsequently obtained in the appropriate extension courses. Students in college who desire to avail themselves of this privilege must submit their choice of extension courses for the approval of the Committee on Instruction as a part of their regular college work. (For the general regulations regarding the election of extension courses, see page 55.)

ADMISSION TO ADVANCED STANDING

Students who have satisfactorily completed at least a year of work at an acceptable college or scientific school or foreign institution of equivalent grade may be admitted with such advanced credit as their previous records may warrant.

Each candidate should send to the Committee on Admissions with her application blank, a catalogue of her college plainly marked, showing entrance credit and courses taken. These should be accompanied by an official transcript of her college record, including entrance credit. If for any reason a student cannot obtain an official record until the end of the term, she may substitute her report cards. One or the other must be in the hands of the Committee on Admissions before the Committee on Transfers can estimate her standing in Barnard College. The Committee on Transfers may give an applicant a tentative estimate of the number of points that she may receive as credit toward a Barnard College degree and the prescribed work, not previously taken, from which she may be excused. Final determination of these matters lies with the Committee on Transfers, which reserves the right of readjusting credit at any time. These reports should be received by the Committee on Admissions by July 1 for admission in September and by December 1 for admission in February, otherwise action on the case may be delayed until just before the opening of college. Final action on admission depends upon (1) honorable dismissal, (2) certificate of good moral character from an authorized representative of her college, and (3) certificate of sound health.

No applicant may enter the senior class as a candidate for a degree after October 15 in any year, and no student will receive a degree who has resided less than two full sessions (winter or spring) at Barnard College. (See also paragraph 10, page 54.)

Candidates for admission to the freshman class offering by examination more than the required 15 units may be given credit toward a degree for this extra work, on a basis to be determined by the Committee on Admissions, provided that not more than 18 of the 120 points for a degree may be gained in this way.

ADMISSION AS SPECIAL STUDENTS

Women who wish, without working towards a degree, to make a serious study of some subject or group of subjects, may, with the approval of the Committee on Admissions, enter Barnard as non-matriculants. They need not pass formal entrance examinations, but they must submit satisfactory credentials in regard to character and qualifications for the courses they wish to take.

Candidates for admission as non-matriculants must be at least 18 years of age. They may not pursue merely elementary courses. They must not, within ten months of the time of application, have been rejected or become deficient as regular students.

They will be held to the observance of the same regulations as to attendance, examination in course, proficiency and deficiency as regular students. They are also subject to the usual health regulations (see page 75.)

They are entitled to a formal statement as to the satisfactory completion of the work that they have taken. They may, in view of a satisfactory record in college courses, be transferred by the Committee on Instruction to the matriculated basis as candidates for a degree.

DEFINITIONS OF REQUIREMENTS¹

Specimens of the question papers set by Columbia University may be obtained from the Secretary to the Committee on Admissions upon application. The question papers of the College Entrance Examination Board are published annually in book form by Ginn & Company. Separate question papers remaining from the examinations may also be purchased from the Secretary of the Board, 431 West 117th Street, New York.

For a more detailed statement of the requirements in botany and physiography or lists of suitable laboratory experiments in chemistry and physics the reader is referred to the pamphlet of the College Entrance Examination Board containing definitions of the requirements in each subject.

BOTANY (counting one unit)

The candidate should have received training by means of the laboratory method in:

The structure and the more obvious features of the life history of at least ten types among the higher seed plants chosen from the more representative families (*e.g.*, Gramineæ, Liliaceæ, Salicaceæ, Ranunculaceæ, Rosaceæ, Leguminosæ, Cruciferæ, Solanaceæ, Labiataæ, Compositæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), an hepatic, *Marchantia*, a bacterium, a yeast, a mold, an agaric, *Vaucheria*, *Spirogyra*, and a protophyte (preferably *Sphaerella*).

Morphology of shoot, root, and seed. This work covers the growth, character, relation, and function of the more important tissues of the stem, leaf, bud, and root, together with a study of the more common variations of these organs. The work on the seed includes the structure and homologies of the principal types, nature of reserve food, the renewal of growth of the seed, and the development of the seedling.

¹ The relative value of subjects is expressed in units according to the time required for adequate preparation in them: a unit in the sense here used represents a course of five periods weekly throughout an academic year of the preparatory school.

Physiology. This work should cover the essential facts concerning irritability, photosynthesis, respiration, digestion, growth, and reproduction.

Ecology. The natural history of plants should receive considerable attention, and the behavior of plants toward environmental factors (especially light and moisture), dissemination, cross and close pollination, and the more important structural and physiological characteristics of plant formations (hydrophytes, halophytes, mesophytes, and xerophytes) should be included.

A teacher's certificate of laboratory work must be presented. (See page 51.) *The candidate must be prepared to submit an indexed note-book of her laboratory work in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

CHEMISTRY (counting one unit)

(For Comprehensive Examination, see page 49)

The candidate's preparation in chemistry should include:

a. The study of a standard text-book to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

b. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.

c. Individual laboratory work, comprising at least forty exercises.

A teacher's certificate of laboratory work must be presented. (See page 51.) *The candidate must be prepared to submit an indexed note-book of her laboratory work in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

The following outline includes only the indispensable things which must be studied in the classroom and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. The order of presentation will naturally be determined by each teacher for himself.

Outline. — The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their principal compounds: *oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, lead, tin, iron, manganese, chromium.*

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon-monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic and ionization theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength of acids and bases, conservation and dissipation of energy, chemical energy, electrolysis. Chemical terms should be clearly understood and the pupil should be able to illustrate and apply the ideas they embody. The theoretical topics are not intended to form separate subjects of study, but to be taught only so far as is necessary for the correlation and explanation of the experimental facts.

DRAWING (counting one unit)

The candidate's preparation in drawing should be directed toward training her in accurate observation and in definite and truthful representation of form, without attempt to represent color or color values.

The candidate should be able to draw correctly and with lines of good quality simple forms in correct perspective in the size in which they are felt in the plane of the drawing, or larger or smaller. It is recommended that pupils should be taught to draw from the object itself rather than from the flat.

The elementary principles of perspective are to be thoroughly learned, and the candidate should be able to apply them in freehand drawing from the object or from the imagination.

No definite prescription as to method of teaching is made. The examination will test the preparation of the candidate in the following points:

1. Ability to sketch from the object with reasonable correctness as to proportion, structure, and form. It is recommended that the subjects drawn include simple geometrical objects and simple natural objects such as living plant forms.

2. Ability to sketch freehand from dictation with reasonable accuracy any simple geometrical figure or combination of figures.

3. Ability to represent accurately in perspective a simple geometrical solid of which projection drawings are given, and ability to make consistent projection drawings of a simple geometrical solid of which a perspective representation is given.

4. Ability to answer questions in regard to the principles involved in making these drawings.

Each candidate must present a teacher's certificate for the drawings executed. (See page 51.) *The candidate must be prepared to submit a set of twenty drawings, displaying proficiency in the points mentioned above, in case the rest of her record in the subject is not fully satisfactory.*

Correctness of proportion and accuracy in the angles and curves and structural relations of the parts of every figure or object drawn are of the highest importance, and in laying out the drawings great care should be taken in the use of construction lines, and in the drawing of general masses and contour before the details are begun.

A certain proportion of shade drawings from casts may be included, but they are not required and should not form the majority of the drawings. If drawings are submitted, they should be of uniform size, and fastened together, not rolled.

ENGLISH

Elementary (counting three units)

(For Comprehensive Examination, see page 49)

The entrance examinations in English are given upon the plan recommended by the National Conference on Uniform Entrance Requirements in English, and adopted by the College Entrance Examination Board.

Requirements for 1923-1925

Objects of Study. — The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

Habits of correct, clear, and truthful expression. — This part of the requirement calls for a carefully graded course in oral and written composition, and for instruction in the practical essentials of grammar, a study which ordinarily should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such elementary errors as personal speech-defects, foreign accent, and obscure enunciation.

Ability to read with intelligence and appreciation works of moderate difficulty: familiarity with a few masterpieces. — This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first contains selections appropriate for the earlier years in the secondary school. These should be carefully read, in some cases studied, with a measure of thoroughness appropriate for immature minds. The second contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented at least by home reading on the part of the pupil and by classroom reading on the part of pupils and instructor. It should be kept constantly in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

List of Books, 1923-1925

1. Books for Reading. — From each group two selections are to be made except that for any book in Group V a book from any other may be substituted.

GROUP I. Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Scott, *Quentin Durward*; Stevenson, *Treasure Island* or *Kidnapped*; Hawthorne, *The House of the Seven Gables*.

GROUP II. Shakespeare, *Merchant of Venice*, *Julius Cæsar*, *King Henry V*, *As You Like It*.

GROUP III. Scott, *The Lady of the Lake*; Coleridge, *The Ancient Mariner*; and Arnold, *Sohrab and Rustum*; A collection of representative verse, narrative and lyric; Tennyson, *Idylls of the King* (any four); The *Æneid* or the *Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*.

GROUP IV. The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther); Irving, *The Sketch Book* (about 175 pages); Addison and Steel, *The Sir Roger de Coverley Papers*; Macaulay, *Lord Clive*; Parkman, *The Oregon Trail*; Franklin, *Autobiography*.

GROUP V. A modern novel; A collection of short stories (about 150 pages); A collection of contemporary verse (about 150 pages); A collection of prose writings on matters of current interest (about 150 pages); Two modern plays.

All selections from this group should be works of recognized excellence.

2. Books for Study. — One selection to be made from each group.

GROUP I. Shakespeare, *Macbeth*, *Hamlet*.

GROUP II. Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa* — *Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus," *Instans Tyrannus*, *One Word More*.

GROUP III. Macaulay, *Life of Johnson*; Carlyle, *Essay on Burns*, with a brief selection from Burns' *Poems*; Arnold, *Wordsworth*, with a brief selection from Wordsworth's *Poems*.

GROUP IV. Burke, *Speech on Conciliation with America*; A collection of orations, to include at least Washington's *Farewell Address*, Webster's *First Bunker Hill Oration*, and Lincoln's *Gettysburg Address*.

Description of the Examinations, 1923-1925

English 1-2 (counting three units)

English 1 (counting two units)

English 2 (counting one unit)

The examination will be in two parts. The first part will test powers of correct, clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will

be provided. These may be suggested in part by the books recommended for reading, but a sufficient number from other sources will make it possible for the candidate to draw upon her own experience and ideas. She will not be expected to compose at a more rapid rate than three hundred fifty words an hour, but her work must be free from common errors in grammar, idiom, spelling, and punctuation, and should show that she understands the principles of unity and coherence. In addition, questions may be asked on the practical essentials of grammar, such as the construction of words and the relation of various parts of a sentence to one another.

The second part will test the faithfulness with which the candidate has studied the works recommended for study and her ability to grasp quickly the meaning of a passage of prose or verse that she has not previously seen, and to answer simple questions on its literary qualities. The examination may call also for the writing of a short composition.

In connection with the second part of the examination the candidate may be required by the college to submit a statement certified by her principal specifying what books she has read during her secondary school course, and indicating the quality and character of her spoken English.

List of Books, 1926-1928

1. Books for Reading. — From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

GROUP I. Cooper, *The Last of the Mohicans*; Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Scott, *Ivanhoe* or *Quentin Durward*; Stevenson, *Treasure Island* or *Kidnapped*; Hawthorne, *The House of the Seven Gables*.

GROUP II. Shakespeare, *The Merchant of Venice*, *Julius Cæsar*, *King Henry V*, *As You Like It*, *The Tempest*.

GROUP III. Scott, *The Lady of the Lake*; Coleridge, *The Ancient Mariner*; Arnold, *Sohrab and Rustum*; A collection of representative verse, narrative and lyric; Tennyson, *Idylls of the King* (any four); the *Æneid* or the *Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*; Longfellow, *Tales of a Wayside Inn*.

GROUP IV. The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther); Irving, *The Sketch Book* (about 175 pages); Addison and Steele, *The Sir Roger de Coverley Papers*; Macaulay, *Lord Clive* or *History of England*, Chapter III; Franklin, *Autobiography*; Emerson, *Self-Reliance and Manners*.

GROUP V. A modern novel; A collection of short stories (about 150 pages); A collection of contemporary verse (about 150 pages); A collection of scientific writings (about 150 pages); A collection of prose writings on matters of current interest (about 150 pages); A selection of modern plays (about 150 pages).

All selections from this group should be works of recognized excellence.

2. Books for Study. — One selection is to be made from each of Groups I and II, and two from Group III.

GROUP I. Shakespeare, *Macbeth*, *Hamlet*.

GROUP II. Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa — Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus*" —, *Instans Tyrannus*, *One Word More*.

GROUP III. Burke, *Speech on Conciliation with America*; Macaulay, *Life of Johnson*; Arnold, *Wordsworth*, with a brief selection from Wordsworth's *Poems*; Lowell, *On a Certain Condescension in Foreigners*, and *Shakespeare Once More*.

FRENCH

(For Comprehensive Examination, see page 50)

NOTE. — The entrance examinations in Elementary and Intermediate French will include an Elementary Aural Test to be designated as French *x* supplementary to the present examination which is designated French *a*, and an Intermediate Aural to be designated as French *y* supplementary to the present examination which is designated *b*. The candidates in *x* and *y* will be examined in groups of not more than seventy-five in order that the examiner may be heard without difficulty.

These tests will be given in June at Columbia University as well as in September and January.

a. Elementary (counting two units)

To secure credit for Elementary French, candidates will be required to offer both *a* and *x*. Those who pass *a* but do not pass *x* will not be required to repeat the examination in *a*. Those who fail in *a*, however, must repeat also the examination in *x*. No part of the two units will be credited until both *a* and *x* shall have been passed.

x. Aural Test: (1) Writing easy French prose from dictation; (2) writing in English the content of a short 'unseen' passage of easy French prose read aloud by the examiner; (3) writing in French answers to easy oral questions in French on a short connected passage read by the candidates immediately before the questions are asked.

Candidates who pursue the study of French after admission to college will be subjected to an individual test in reading and pronunciation, but credit for admission will not depend upon such test.

a. Grammar, Reading, and Elementary Prose Composition: (1) The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (2) translation at sight into English of easy dialogue or narrative prose; (3) translation into French of easy detached sentences from the language of everyday life illustrative of elementary grammatical principles and of simple idioms.

The Aim of the Instruction. — At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below.

The Work to be Done. — During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar as outlined in *a*, above; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *L'Abbé Constantin*; Labiche et Martin, *Le Voyage de M. Perrichon*; Lavis, *Histoire de France*.

b. Intermediate (counting one unit)

To secure credit for Intermediate French, candidates will be required to offer both *b* and *y*. The regulations governing examinations and credit are the same as those stated for Elementary French.

y. Aural Test: (1) Writing moderately difficult French from dictation; (2) writing in French the content of an 'unseen' passage of ordinary narrative prose, read aloud by the examiner; (3) writing in French answers to oral questions, in French, on a connected passage read aloud by the examiner.

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of French grammar in their application to ordinary prose; (2) translation into English of moderately difficult prose or poetry, recent or classical; (3) translation into French of easy connected prose or the original composition in French of a simple passage.

The Aim of the Instruction. — At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The Work to be Done. — This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *Les Oberlé*; Dumas, novels; Merimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; de Tocqueville, *Voyage en Amérique*.

c. Advanced (counting one unit)

The Aim of the Instruction. — At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose; and to carry on a simple conversation in French.

The Work to be Done. — This should comprise the reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

Suitable texts for the fourth year are: Beaumarchais, *Le Barbier de Séville*; Hugo, *Quatre-vingt treize*, *Les Misérables*; Loti, *Pêcheur d'Islande*; Taine, *L'Ancien régime*; Vigny, *Cinq-Mars*; an anthology of verse; Balzac, *Eugénie Grandet*.

GERMAN

(For Comprehensive Examination, see page 50)

NOTE. — The entrance examinations in Elementary and Intermediate German will include an Elementary Aural Test to be designated as German *x* supplementary to the present examination which is designated German *a*, and an Intermediate Aural to be designated German *y* supplementary to the present examination which is designated *b*. The candidates in *x* and *y* will be examined in groups of not more than seventy-five in order that the examiner may be heard without difficulty.

These tests will be given in June at Columbia University as well as in September and January.

a. Elementary (counting two units)

To secure credit for Elementary German, candidates will be required to offer both *a* and *x*. Those who pass *a* but do not pass *x* will not be required to repeat

the examination in *a*. Those who fail in *a*, however, must repeat also the examination in *x*. No part of the two units will be credited until both *a* and *x* shall have been passed.

x. **Aural Test:** (1) Writing easy German prose from dictation; (2) writing in English the content of a short 'unseen' passage of easy German prose read aloud by the examiner; (3) writing in German answers to easy oral questions in German on a short connected passage read by the candidates immediately before the questions are asked.

Candidates who pursue the study of German after admission to college will be subjected to an individual test in reading and pronunciation, but credit for admission will not depend upon such test.

a. **Grammar, Reading, and Elementary Prose Composition:** (1) The rudiments of grammar, including the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (2) translation at sight into English of easy dialogue or narrative prose; (3) translation into German of easy detached sentences from the language of everyday life illustrative of elementary grammatical principles and of simple idioms.

Aim of the Instruction. — During the elementary course in German pupils should be taught to read and to understand, when read to them, easy prose. They should also receive systematic training in the oral and written use of the foreign language and be able to turn short, easy English sentences into German.

During the first year the work should comprise: (1) Careful drill in pronunciation. Especial attention should be given at all times to reading aloud and to work in dictation. (2) Systematic study of the essentials of grammar should be begun. Abundant oral and written exercises, definitely planned to enable pupils to use the various parts of speech in sentence form, should always supplement the learning of paradigms and rules. (3) A small amount (40–50 pages) of prepared reading of such a character as to lend itself easily to question and answer work and to other kinds of oral and written exercises in the foreign language. Very easy sight-reading should supplement the prepared work. If translation from the mother tongue is used the first year, the exercises should be limited to easy variations of language material that the pupils have well in hand through previous careful study.

During the second year the essentials of grammar should be completed. Greater emphasis should be given during this year to reading. Some of the easy texts should be read rather rapidly, with sufficient practice in translating into English and partly at sight; others, in whole or in part, should be made the basis of oral and written exercises to increase the pupils' power in the use of the foreign language. Simple dictation and exercises in translating orally and in writing from the mother tongue should regularly accompany the intensive study of the text. This work should be supplemented by reproduction, first in English, later in simple German, of the content of short, easy 'unseen' passages read aloud by the teacher. The prepared reading in the second year should not exceed 125 pages; at least fifty pages should be read at sight.

Suitable texts for the elementary course, after 40–50 pages of very simple reading matter in a beginners' book or elementary reader, are: Andersen's *Märchen*; selections from Baumbach's short stories; Schmid's *Heinrich von Eichenfels*; Volkmann-Leander's *Kleine Geschichten*; one-act plays (such as those of Benedix); selections from Hauff's *Märchen*; Blüthgen's *Das Peterle von Nürnberg*; Andersen's *Bilderbuch ohne Bilder*; Volkmann-Leander's *Träumereien*; Hillern's *Höher als die Kirche*; Gerstäcker's *Germelshausen*.

Very easy prose texts *not used for assigned work* should be read at sight. Suitable for this purpose are: Selections from Grimm's *Märchen*, Goebel's *Rübezahl*, *Die Schildbürger*, and *Till Eulenspiegel*.

b. Intermediate (counting one unit)

To secure credit for Intermediate German, candidates will be required to offer both *b* and *y*. The regulations governing examinations and credit are the same as those stated for Elementary German.

y. Aural Test: (1) Writing moderately difficult German from dictation; (2) writing in German the content of an 'unseen' passage of ordinary narrative prose, read aloud by the examiner; (3) writing in German answers to oral questions, in German, on a connected passage read aloud by the examiner.

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of German grammar in their application to ordinary prose, including syntax, word-order, word-formation, and indirect discourse; (2) interpretation by means of paraphrase, synonymy, or translation into English of moderately difficult prose or poetry, recent or classical; (3) translation into German of easy connected prose or the original composition in German of a simple passage.

Aim of the Instruction. — The aim of the intermediate course is to increase the pupils' power to read and control the foreign language. The various oral and written exercises and the sight-reading practice of the second year should be continued. In oral reading attention should be given to intonation and sentence stress as well as to correctness of pronunciation.

At the end of the course pupils should be able to read at sight selections of modern German prose or poetry not too difficult either in thought or form; to turn into German connected English prose, simple as to form and vocabulary. They should not only have a working knowledge of grammar, but also be able, if called upon, to state clearly and accurately the essential rules.

The reading (350–400 pages) should be confined largely to writers of the modern period. Some of the texts chosen should be read as quickly as possible consistent with careful work; others should be studied more intensively for both the language and the thought.

Suitable texts for the intermediate course:

1. Narrative prose — Storm, *Immensee*; Gerstäcker, *Irrefahrten*; Zschokke, *Das Abenteuer der Neujahrsnacht*; Baumbach, *Das Habichtsfraulein*, or *Der Schwiegersohn*; Arnold, *Fritz auf Ferien*; Ebner-Eschenbach, *Krambambuli*; Riehl, *Der stumme Ratsherr*; Schücking, *Die drei Freier*; Keller, *Kleider machen Leute*; Raabe, *Die schwarze Galeere*; Otto Ernst, *Asmus Sempers Jugendland*; Seidel, *Leberecht Hühnchen*; Rosegger, *Das Holzknechthaus*; Fouqué, *Undine*; Jensen, *Die braune Erica*; Auerbach, *Brigitta*; Storm, *Pole Poppenspäler*; Frommel, *Mit Ränzel und Wanderstab*; Liliencron *Anno 1870*; Wildenbruch, *Das edle Blut*, or *Nied*, or *Der Letzte*; Frenssen, *Peter Moors Fahrt nach Südwest*; Meyer-Förster, *Karl Heinrich*; Kroner, *Zriny*.

2. Plays — Moser, *Der Bibliothekar*; Fulda, *Unter vier Augen*; Freytag, *Die Journalisten*; Fulda, *Der Talisman*, or *Das velorene Paradies*; Schiller, *Wilhelm Tell*.¹

For oral drill and colloquial practice, a book dealing with German life, customs, and institutions and written in the simplest conversational German should be used.

¹ In schools with a four years' course, *Wilhelm Tell* should be reserved for the last year. For the benefit of schools with a three years' course, several works listed under Advanced German are indicated (marked *) as suitable for use at the end of the third year.

A liberal amount of reading at sight should be done, using texts not otherwise studied and easier than the regular class texts.

c. Advanced (counting one unit)

The Examination in Advanced German is similar in form to that in Intermediate German (b), with the requirement that the candidate be able to interpret at sight any modern German prose or verse involving no technical vocabulary, and to write an original theme with reasonable fluency and correctness. An aural test is not required in Advanced German. Candidates offering Intermediate and Advanced German (bc) must take the Intermediate Aural Test (y).

The Work to be Done in the advanced course differs from that in the preceding courses only in amount and degree. The copious reading of numerous modern texts and the intensive study of a few masterpieces selected from the classic and the modern period (in all not less than 500 pages) should occupy the major portion of the time. In addition to the kinds of oral and written work done in the previous courses pupils should have some training in writing short independent themes on simple topics. Considerable attention should also be given to the study of vocabulary as to form and meaning.

Suitable texts for the advanced course:

1. Classic drama (*one of these works should be studied intensively*): Schiller, *Wilhelm Tell**, *Jungfrau von Orleans*, *Maria Stuart*; Lessing, *Minna von Barnhelm*; Goethe, *Egmont*.

2. Other plays: Grillparzer, *Die Ahnfrau**, *Der Traum ein Leben*; Kleist, *Der Prinz von Homburg*; Wildenbruch, *Harold*; Otto Ernst, *Flachsmann als Erzieher*.

3. Narrative prose: Heine, *Die Harzreise*; Hauff, *Lichtenstein*; Freytag, *Soll und Haben**; Sudermann, *Frau Sorge**; Meyer, *Das Amulett*; Frenssen, *Jörn Uhl*; Fontane, *Grete Minde*.

4. Historical prose: Selections from Schiller, *Geschichte des Dreissigjährigen Krieges*, or from Freytag, *Bilder aus der deutschen Vergangenheit*.

5. A selection of German lyrics and ballads.

Also, Scheffel, *Der Trompeter von Säckingen**; Riehl, *Burg Neideck*; Heyse, *Die Blinden**; Hoffman, *Meister Martin der Küfer und seine Gesellen*; Freytag, *Die verlorene Handschrift*; Raabe, *Else von der Tanne*; Hoffmann, *Das Fräulein von Scuderi*; Scheffel, *Ekkehard*; Sudermann, *Der Katzensteg*.

In general, texts should be read rapidly; but see last paragraph under elementary reading list. For colloquial practice specially prepared books dealing with modern life or historical and literary material are recommended.

GREEK

(For Comprehensive Examination, see page 50)

Elementary (counting two or three units)

NOTE. — To secure credit for two units in Greek, candidates must offer a, b, and g. To secure credit for three units they must offer a, b, c, f, and g.

a. i. **Grammar.** — The common forms, idioms, and constructions, and the general grammatical principles of Attic Greek prose.

ii. **Elementary Prose Composition.** — Translation into Greek of detached sentences to test the candidate's knowledge of grammatical construction.

The examination in the two subjects immediately preceding will be based on the first two books of Xenophon's *Anabasis*.

b. Xenophon. — The first four books of the *Anabasis*.

c. Homer. — The first three books of the *Iliad* (omitting II, 494–end) and the constructions, poetical forms, and prosody of Homer's *Iliad*.

f. Prose Composition. — Translation into Greek of continuous prose based on Xenophon and other Attic prose of similar difficulty.

g. Sight Translation of Prose. — Translation into English at sight based on prose of no greater difficulty than Xenophon's *Anabasis*.

Examinations

A composite paper is offered from which those desiring to be examined in Greek *a*, *b*, and *g*, or in Greek *c* and *f* or in the whole of Greek should select certain specified questions. Candidates taking the examinations in Greek given by the College Entrance Examination Board should usually take the *comprehensive* examination (see pages 23, 50).

HISTORY

Elementary

NOTE. — Each of the four divisions, *a*, *b*, *c*, and *d*, counts one unit.

a. Ancient History, including a brief introductory study of the Oriental peoples, and early medieval history to the death of Charlemagne, with due reference to art, literature, and government.

b. Modern European History, from about 1660 to the present time, with due reference to the growth of the state system.

c. English History, with due reference to social and political development.

d. American History, with the elements of civil government.

On examination a candidate must show such general knowledge of the subject in each division offered as may be acquired from the study of an accurate textbook of not less than 300 pages. *Since the questions will be so framed as to require comparison and the use of judgment rather than mere exercise of memory on the part of the pupil, it is recommended that the teacher prescribe a course of supplementary reading of not less than 300 pages, dealing with the more important periods and events in each division offered.* Geographical knowledge will be tested by requiring the location of places, boundaries, and movements on an outline map.

ITALIAN

a. Elementary (counting two units)

NOTE. — The examination in this subject will include an Aural Test similar in character to that described under Elementary French.

The Aim of the Instruction. — At the end of the course the pupil should be able to pronounce Italian accurately, to read at sight easy Italian prose, to put into Italian simple English sentences taken from the language of everyday life, or based upon a portion of the Italian text read, and to answer correctly questions on the rudiments of the grammar, as defined below.

The Work to be Done. — During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) abundant exercises illustrating the principles of grammar; (4) the reading and ac-

curate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Italian of easy variations of the sentences read; (5) writing Italian from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of modern prose from different authors and of easy poetry; (2) practice in translating Italian into English, and English variations of the text into Italian; (3) continued study of the elements of grammar and of syntax; (4) mastery of all but the rare irregular verb-forms and of the simpler uses of the moods and tenses; (5) writing Italian from dictation.

Suitable texts for the second year are: E. de Amicis's *Cuore*; G. Giacosa's *Acquazzoni in Montagna*; P. Fambri's *Il caporale di settimana*; G. Gozzi's *Poesie e prose, scelte da A. Pippi*; G. C. Abba's *Da Quarto al Volturno*; Guido Falorsi's *Guardare e pensare*; S. Farina's *Il Signor Io*; A. Stoppani's *Il bel paese*.

b. Intermediate (counting one unit)

The regulations governing examinations and credit are the same as those stated for Intermediate French.

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of Italian grammar in their application to ordinary prose. (2) Translation into English of moderately difficult prose or poetry. (3) Translation into Italian of easy connected prose or an original composition in Italian upon a subject involving the use of simple vocabulary and idiom.

The Aim of the Instruction. — At the end of the intermediate course the pupil should be able to read at sight ordinary Italian prose or simple poetry, to translate into Italian a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The Work to be Done. — This should comprise the reading of from 400 to 500 pages of Italian of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving Italian paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: First term: Manzoni, *I Promessi Sposi*, and one more text from the subjoined list. Second term: Wilkins and Marinoni, *L'Italia*, and one more text from the subjoined list. List of texts considered adequate reading: Wilkins and Altrocchi, *Italian Short Stories*; Testa, *L'Oro e l'Orpello*; Fogazzaro, *Peregrinatus Rochus*; Goldoni, *Il vero amico*; Goldoni, "*La Locandiera*."

LATIN

(For Comprehensive Examination, see page 50)

Elementary

NOTE. — Candidates may offer two, three, or four units. Second year Latin alone will count as two units; second year with sight translation of either prose or verse (third year work) as three units; sight translation of prose and verse and advanced prose composition (third and fourth year work) as four units.

The entrance examinations in Latin are entirely at sight. Candidates are recommended to take the comprehensive examinations, but they may receive permission upon application to substitute the separate examinations of the College Entrance Examination Board in Latin 3 (second year Latin — if offering less than four units), *p* (sight translation of prose), *q* (sight translation of

poetry), and 6 (advanced prose composition). The examinations of Columbia University will also offer an opportunity to divide the Latin tests in this way.

Amount and Range of the Reading Required

1. The Latin reading required of candidates for admission to College, without regard to the prescription of particular authors and works, shall be, for second, third, and fourth year work respectively, not less *in amount* than Cæsar, *Gallic War*, I–IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, *Aeneid*, I–VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*); and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Aeneid*); and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

Prose Composition

The examination will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for will be such as are common in the reading of the preparatory course.

MATHEMATICS

The requirements in mathematics conform in substance to the recommendations for the reorganization of the mathematical curriculum of the secondary school as contained in the report of the National Committee on Mathematical Requirements appointed in 1918 by the Mathematical Association of America.

The requirements in their present form¹ were adopted in 1923 on the recommendation of the Commission on College Entrance Requirements in Mathematics appointed by the College Entrance Examination Board in 1921.

(For *Comprehensive Examination*, see page 50)

Elementary (counting three units)

a. Elementary Algebra (counting two units).

This requirement consists of the two following requirements Ai and Aii combined.

In 1924 and in 1925 examinations will be held also on the former requirements in Elementary Algebra, Algebra to Quadratics, and Quadratics and Beyond. These requirements are printed in Document No. 105, a copy of which will be sent upon request to any address.

i. In this requirement are included the following topics:¹ (1) The meaning, use, evaluation, and necessary transformations of simple formulas involving ideas with which the pupil is familiar, and the derivation of such formulas from rules expressed in words. (2) The graph, and graphical representation in

¹ Only an outline of the requirements is given in this document. For complete definitions, with notes for the guidance of teachers, the reader should consult Documents No. 107 and No. 108 published in 1923. These documents will be sent to any address upon receipt of ten cents a copy which may be remitted in postage. Upon application a single copy of each document will be sent without charge to any teacher of mathematics.

Document No. 107 defines the requirements in Elementary Algebra, Advanced Algebra, and Trigonometry; Document No. 108, the requirements in Plane Geometry, in Solid Geometry, and in Plane and Solid Geometry.

general. The construction and interpretation of graphs. (3) Negative numbers; their meaning and use. (4) Linear equations in one unknown quantity, and simultaneous linear equations involving two unknown quantities, with verification of results. Problems. (5) Ratio, as a case of simple fractions; proportion, as a case of an equation between two ratios; variation. Problems. (6) The essentials of algebraic technique. (7) Exponents and radicals; simple cases. (8) Numerical trigonometry.

ii. In this requirement are included the following topics:¹ (1) Numerical and literal quadratic equations in one unknown quantity. Problems. (2) The binomial theorem for positive integral exponents, with applications. (3) Arithmetic and geometric series. (4) Simultaneous linear equations in three unknown quantities. (5) Simultaneous equations, consisting of one quadratic and one linear equation, or of two quadratic equations of certain types. Graphs. (6) Exponents and radicals. (7) Logarithms.

c. **Plane Geometry** (counting one unit). The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle; the solution of numerous original exercises, including loci problems; applications to the mensuration of lines and plane surfaces.

Advanced (counting one-half, one, or one and one-half units)

NOTE. — A candidate may offer one or more of the following subjects, each of which is equivalent to one-half unit.

Students who offer Plane Trigonometry at entrance must take Mathematics A5 in the freshman year.

b. Advanced Algebra.

In this requirement are included the following topics.² (1) Theory of equations (2) Determinants. (3) Complex numbers (numerical and geometric treatment), simultaneous quadratics, scales of notation, mathematical induction, permutations and combinations, and probability.

d. **Solid Geometry.** — The usual theorems and constructions of good text-books; including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle; the solution of numerous original exercises, including loci problems; applications to the mensuration of surfaces and solids.

e. Plane Trigonometry.

In this requirement are included the following topics: (1) Definition of the six trigonometric functions of angles of any magnitude, as ratios. The computation of five of these ratios from any given one. Functions of 0° , 30° , 45° , 60° , 90° , and of angles differing from these by multiples of 90° . (2) Determination, by means of a diagram, of such functions as $\sin(A + 90^\circ)$ in terms of the trigonometric functions of A . (3) Circular measure of angles; length of an arc in terms of the central angle in radians. (4) Proofs of the fundamental formulas, and of simple identities derived from them. (5) Solution of simple trigonometric equations. (6) Theory and use of logarithms, without the introduction of work involving infinite series. Use of trigonometric tables, with interpolation. (7) Derivation of the Law of Sines and the Law of Cosines. (8) Solution of right and oblique triangles (both with and without logarithms) with special reference to the applications. Value will be attached to the systematic arrangement of the work.

¹ See footnote on page 43.

² A more detailed statement of the requirement, with notes for the guidance of teachers, is contained in Document No. 107.

MUSIC (counting one unit)

NOTE. — The candidate may offer either *a* or *b*.

a. Musical Appreciation (counting one unit)

The candidate is expected to have:

1. A general knowledge of the principal musical forms — song, classic dance, fugue, sonata (all movements), symphony — and of their historical development.

2. A general knowledge of the lives and environment of at least ten composers, including Bach, Mozart, Beethoven, Schubert, Chopin, and five of the following: Handel, Gluck, Haydn, Weber, Mendelssohn, Schumann, Wagner, Verdi, Brahms, Tchaikowsky, Grieg, MacDowell.

3. ¹ Familiarity with certain designated works: *Bach*, Prelude II and Fugue II, Book I, Well-Tempered Clavichord, Gavotte from Sixth English Suite; *Handel*, The Hallelujah Chorus; *Haydn*, Slow Movement from 'Emperor' Quartet (op. 76, No. 3); *Mozart*, Symphony in G Minor (entire); *Beethoven*, Sonata (op. 31, No. 3 entire), Slow Movement from Second Symphony, First Movement from Seventh Symphony; *Schubert*, First Movement from Unfinished Symphony, Song 'The Erl-King,' Song, 'Hark, Hark, the Lark'; *Mendelssohn*, Overture to 'Midsummer Night's Dream'; *Chopin*, Ballade (op. 47), Polonaise (op. 26, No. 1), Nocturne (op. 37, No. 2); *Schumann*, Allegro from Faschings-schwank (op. 26, No. 1), Song, 'Im wunderschönen Monat Mai'; *Wagner*, Overture to 'Tannhäuser,' Prize Song from 'Die Meistersinger.'

In the examination in (3) the candidate will be expected to identify characteristic portions of the works set, when played by the examiner, and to give intelligent information concerning the form and character of the works themselves. The test will not require ability to perform or to read from printed music.

b. Harmony (counting one unit)

The candidate should have acquired:

1. The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass — these melodies will require a knowledge of triads and inversions, of diatonic seventh chords, and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly related keys.

2. Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (not including augmented chords). (Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression marks in common use.

PHYSICS (counting one unit)

(For Comprehensive Examination, see page 51)

The candidate should be familiar with the elementary principles of physics and some of their practical applications and should be able to solve simple numerical problems. The preparation of the candidate should include:

(a) The study of one of the standard text-books in use in secondary schools.

¹ The examination in (3) will be held only in September and will be open only to candidates who have passed the examination in (1) and (2).

(b) Instruction by lecture-table demonstrations in which the phenomena of physics are shown and the principles qualitatively illustrated.

(c) Individual laboratory work, comprising at least thirty exercises. A suitable selection of experiments may be made from the list published by the College Entrance Examination Board.

A teacher's certificate of laboratory work must be presented. (See page 51.) *The candidate must be prepared to submit an indexed note-book of her laboratory work, in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

PHYSIOGRAPHY (counting one unit)

NOTE. — This is identical with the subject called Geography by the College Entrance Examination Board.

The candidate's preparation in physiography should include the study of one of the modern text-books by Davis, Tarr, Dryer, or Gilbert and Brigham, together with an approved laboratory and field course of at least forty exercises actually performed by the candidate. Each division of the subject should receive approximately the same proportion of attention in the laboratory as in the class-work. It is suggested that the exercises be divided somewhat as follows: Earth as a Globe, 5; Ocean, 5; Atmosphere, 12; Land, 18.

A teacher's certificate of laboratory work must be presented. (See page 51.) *The candidate must be prepared to submit an indexed note-book of her laboratory work, in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

SPANISH

(For Comprehensive Examination, see page 51)

a. Elementary (counting two units)

NOTE. — The entrance examinations in Elementary and Intermediate Spanish will include an Elementary Aural Test to be designated Spanish *x* supplementary to the present examination, designated Spanish *a*, and an Intermediate Aural to be designated Spanish *y* supplementary to the present examination which is designated *b*. The candidates in *x* and *y* will be examined in groups of not more than seventy-five in order that the examiner may be heard without difficulty. These tests will be given in September for candidates taking the other examinations in the subject in either June or September.

The Aural Test (*x*) will consist of three parts:

1. A ten-minute exercise in writing easy Spanish prose from dictation.
2. Written reproduction, in English, of the content of a short passage in easy Spanish prose, to be read by the examiner.
3. Written answers in Spanish to easy questions read by the examiner in Spanish, the questions to be of two types: (*a*) On general topics, such as would be used in elementary practice of the schoolroom. (*b*) On a connected prose passage, to be read by the candidates (and returned) just before the questions are asked.

The Aim of the Instruction. — At the end of the course, the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life, or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as defined below.

The Work to be Done. — During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading

and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of modern prose from different authors; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb-forms and of the simpler uses of the moods and tenses; (5) writing Spanish from dictation.

Suitable texts for the second year are: Valera's *El pájaro verde*; Alarcón's *El capitán Veneno*; Valdés's *José*; Padre Isla's version of *Gil Blas*; Carrión and Aza's *Zaragüeta*; Ford, *Spanish Fables in Verse*; Morrison, *Tres comedias modernas*.

b. Intermediate (counting one unit)

To secure credit for Intermediate Spanish, candidates will be required to offer both *b* and *y*. The regulations governing examinations and credit are the same as those stated for Elementary Spanish.

y. Aural Test: (1) Writing moderately difficult Spanish from dictation; (2) writing in Spanish the content of an 'unseen' passage of ordinary narrative prose read aloud by the examiner; (3) writing in Spanish answers to oral questions, in Spanish, on a connected passage read aloud by the examiner.

b. Grammar, Reading, and Intermediate Prose Composition: (1) The principles of Spanish grammar in their application to ordinary prose; (2) interpretation by means of paraphrase, synonymy, or translation into English of moderately difficult prose or poetry, recent or classical; (3) translation into Spanish of easy connected prose or the original composition in Spanish of a simple passage.

The Aim of the Instruction. — At the end of the intermediate course the pupil should be able to read at sight ordinary Spanish prose or simple poetry, to translate into Spanish a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The Work to be Done. — This should comprise the reading of from 400 to 600 pages of Spanish of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving Spanish paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Benavente, *Tres Comedias*; Moratín, *El sí de las niñas*; Galdós, *Doña Perfecta*; Valdés, *La hermana San Sulpicio*; Becquer, *Legends, Tales and Poems*.

Advanced (counting one unit)

The Aim of the Instruction. — At the end of the advanced course the pupil should be able to read at sight any modern Spanish prose or verse in which there is no technical vocabulary; to write a short essay in Spanish on some subject connected with the works read; to translate into Spanish a passage of easy English prose; and to carry on a simple conversation in Spanish.

The Work to be Done. — This should comprise the reading of at least 500 pages of modern and classical Spanish; the writing of numerous themes in Spanish; and the study of the finer points of syntax.

Suitable texts for the fourth year are: Alarcón, *El niño de la bola*; Blasco Ibáñez, *La barraca*; Calderón, *La vida es sueño*; Cervantes, *Don Quijote*; Espronceda, *El estudiante de Salamanca*; Galdós, *Electra*; Hills and Morley,

Modern Spanish Lyrics; The Oxford Book of Spanish Verse; Valera, Pepita Jiménez.

ZOOLOGY (counting one unit)

The following outline includes the principles of zoölogy which are indispensable to a general survey of the science. It is planned for a full year's course. It is not intended to indicate order of study of the topics — this must be left to the teacher and the text-book.

1. The general natural history — including general external structure in relation to adaptations, life histories, geographical range, relations to other plants and animals, and economic relations — of common vertebrates and invertebrates so far as representatives of these groups are obtainable in the locality where the course is given. The types suggested are a mammal, bird, lizard, snake, turtle, newt, frog, dogfish or shark, bony fish, clam, snail, starfish, earthworm, planarian, hydra, sea-anemone, paramœcium. In the case of arthropods, pupils should become familiar with common crustaceans, spiders, myriapods, and insects representing at least five orders. Actual examination of common animals with reference to the above points should be supplemented by reading giving natural-history information.

It is not expected that there will be time for making extensive note-books on the natural-history work; rather will the work in this line take the form of laboratory demonstrations. So far as time permits, drawings and notes should be made. The note-book mentioned below should contain at least drawings on the external structure of four animals not studied under Section 3, preferably two insects, a mollusk, and a second vertebrate.

2. The classification of animals into phyla and leading classes (except the modern subdivisions of the worms) and the great characteristics of these groups — in the case of insects and vertebrates the characteristics of the prominent orders. The teaching of classification should be by practical work so as to train the pupil to recognize animals and to point out the chief taxonomic characteristics. The meaning of species, genera, and larger groups should be developed by constructive practical work with representatives of insect or vertebrate orders.

3. The general plan of external and internal structure, not the anatomical minutiae, of one vertebrate (preferably frog or fish) in general comparison with the human body; an arthropod (preferably a decapod); an annelid (earthworm or Nereis); a coelenterate (hydroid, hydra, or sea-anemone); a protozoön (a ciliate, and amœba when possible). In place of any of the above types not locally available there may be substituted a second vertebrate, an insect, a mollusk, or an echinoderm. Tissues, the study of which is recommended as optional,¹ should be examined first with the unaided eye, in such structure as a frog's leg, and then with a microscope to demonstrate the relation of cells and intercellular substance in epithelium and cartilage and if possible, in other tissues. The functions of the chief tissues and their positions in the body of a vertebrate should be pointed out.

4. (a) The general physiology of the above types, involving the essentials of digestion, absorption, circulation (respiration), cell-metabolism, secretion, excretion, and nervous functions. This should apply comparatively to the essentials of elementary work in human physiology. Demonstrations and experiments, such as are suggested in high school text-books on human physiology,

¹ Topics marked 'optional' are regarded as desirable for the best high school zoölogy, but will not be required in examination.

should be introduced, or recalled if not previously well presented in elementary physiology, in connection with discussion of the chief functions. As far as practicable structure and function should be studied together.

(b) Comparison of the general life-processes in animals and plants (in connection with botany if zoölogy is first studied).

5. The very general features of a sexual reproduction of a protozoön (preferably *Paramæcium*); alternation of generations in hydroids; reproduction and regeneration of *Hydra*; the very general external features of embryological development in a fish or frog; and (*optional*) the general cellular nature (not centrosomes and the like) of germ-cells, fertilization, and cell-division in developing eggs should, as far as possible, be demonstrated and briefly described. Also, the most interesting features of development should be pointed out in the case of other animals studied.

6. The prominent evidence of relationship suggesting evolution, within such groups as the decapods, the insects, and the vertebrates, should be demonstrated. A few facts indicating the struggle for existence, adaptation to environment, variations of individuals, and man's selective influence should be pointed out; but the factors of evolution and the discussion of its theories should not be attempted.

7. (*Optional*.)¹ Some leading facts regarding the epoch-making discoveries of biological history and the careers of such eminent naturalists as Darwin, Huxley, Pasteur, and Agassiz should be presented.

The above outline of a course in general zoölogy should be developed on the basis of a course of laboratory study guided by definite directions. This should be supplemented by the careful reading of at least one modern elementary textbook in general zoölogy. At least two-thirds of the time should be devoted to the practice studies of the laboratory. If good nature studies have not preceded the course in high school zoölogy, pupils should be encouraged to do supplementary work in the line of natural history.

A teacher's certificate of laboratory work must be presented. (See page 51.) *The candidate must be prepared to submit an indexed note-book of her laboratory work, in case the rest of her record in the subject, including the certificate, is not fully satisfactory.*

DESCRIPTION OF COMPREHENSIVE EXAMINATIONS

Chemistry. — The examination will be adapted to the proficiency of those who have received systematic instruction in the principles of chemistry and their application in a school course in which laboratory experiments are performed by the pupil. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer, and will require the recognition of the phenomena and of the laws that are of general significance, and the illustration of such phenomena and laws by well-chosen examples. It will include not only questions on the chemistry of laboratory practice but also, in an elementary fashion questions on the chemistry of the household and of industry.

English. — The purpose of this examination will be to test the ability of the candidate to write clearly and correctly, and to show that she has read, understood, and appreciated a sufficient amount of English literature. The paper will contain some questions that cannot be answered except by candidates who

¹ Topics marked 'optional' are regarded as desirable for the best high school zoölogy, but will not be required in examination.

are able to apply what they have learned to the solution of unexpected problems. Success in the examination will not necessarily depend upon a knowledge of the subject-matter of the particular books prescribed in the 'Uniform Entrance Requirements in English' (see page 33), though no candidate who has been intelligently prepared under these requirements should find herself at any disadvantage.

French. — The examination will be adapted to the proficiency of those who have studied French in school for two, three, or four years.

The paper will include passages of French prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into French, and questions on grammar. Opportunity will be given to those who have had special training in French to show their ability to express themselves in that language.

German. — The examination will be adapted to the proficiency of those who have studied German in school for two, three, or four years.

The paper will include passages of German prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into German, and questions on grammar. Opportunity will be given to those who have had special training in German to show their ability to express themselves in that language.

Greek. — The examination will be adapted to the proficiency of those who have studied Greek in a systematic school course of five exercises a week, extending through two or three school years.

The paper will include passages of simple Attic prose and of Homer to be translated at sight, and questions, based upon these passages, to afford the candidate means of showing her mastery of the ordinary forms, constructions, and idioms of the language. The paper will also include passages in English to be turned into Greek, and questions on prosody, on the Homeric poems, and on Homeric life.

Latin. — The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons each week, extending through two, three, or four years.

The paper will include passages of Latin prose and verse of varying degrees of difficulty to be translated at sight, and passages for Latin composition of varying degrees of difficulty. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as questions on the subject-matter, literary and historical, connected with the authors usually read in schools.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study; but a candidate who has studied Latin four years may not select the more elementary parts of the paper. The proper parts will be indicated on the examination paper.

Mathematics. — The examination will be adapted to the proficiency of those who have had not less than the usual school course in Elementary Mathematics, comprising Algebra through Quadratics and Plane Geometry, and will also provide the means by which those who have extended their study to one or more branches of Advanced Mathematics, namely, Solid Geometry, Logarithms and Trigonometry, and Advanced Algebra, may exhibit their proficiency in any or all of these branches of Mathematics. There will be two papers, one for those who have had no instruction beyond Elementary Mathematics and one for those

whose instruction has gone farther. Every candidate who has received instruction beyond Elementary Mathematics will be expected to take the paper containing questions on Advanced Mathematics, and to devote at least half her time to those questions which are based on the Advanced Mathematics she has studied.

Physics. — The examination will be adapted to the proficiency of those who have had a course of school training in the elementary facts and principles of physics as is described in the detailed definition of Physics. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

Spanish. — The examination will be adapted to the proficiency of those who have studied Spanish in school for two, three or four years.

The paper will include passages of Spanish prose or verse or both of varying degree of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into Spanish, and questions on grammar. Opportunity will be given to those who have had special training in Spanish to show their ability to express themselves in that language.

NOTE-BOOKS, DRAWINGS, ETC.

Each candidate must present at the time of examination a certificate from her teacher certifying that the laboratory requirements in each science offered by the candidate have been complied with. A statement of the laboratory requirements in the several sciences will be found in the preceding pages. This regulation applies also to drawing. In all doubtful cases the candidate will be required to submit a laboratory note-book. *This regulation applies to candidates using College Entrance Examination Board, Columbia University, State Education Department, or any other entrance examinations.*

Blank forms may be obtained on application to the Secretary to the Committee on Admissions of the College.

REGISTRATION

Registration. — Before attending any University exercise each student shall comply with the regulations in regard to registration and payment of fees. She shall present herself in person at the office of the Registrar and shall there file a registration blank giving such information as may be required for the College records.

Every new student shall also at the time of registration file a statement of the courses which the Committee on Instruction has authorized her to pursue. Students already in College shall give notice of their choice of elective courses for the ensuing year to the Registrar on or before Friday, May 2, 1924.

The office of the Registrar will be open for registration on Friday, Monday and Tuesday, September 19, 22 and 23, 1924, and on Tuesday, February 3, 1925, New students may register also on Wednesday, September 24, 1924.

Students registering late are charged an additional fee of \$6 and are held accountable for absences thus incurred.

Each student who holds a scholarship shall present her scholarship certificate to the Bursar *at the time of registration.*

Each person whose registration has been completed will be considered a stu-

dent of the University during the period for which such registration is held valid. No student registering in Barnard shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the consent of the Dean.

Withdrawal. — An honorable discharge will always be granted to any student in good academic standing, and not subject to discipline, who may desire to withdraw from the College, but no student under the age of twenty-one years shall be entitled to a discharge without the assent of her parent or guardian furnished in writing to the Dean. Students withdrawing are required to notify the Registrar. Application for the return of fees must be made in writing at the time of withdrawal.

GENERAL STATEMENT REGARDING FEES AND THE REGULATIONS GOVERNING THEIR PAYMENT

All fees are payable semi-annually in advance at the Bursar's Office, and no reduction is made for late registration. Under the regulations, the privileges of the College are withheld from any student delinquent in the payment of her fees.

The fees to be paid by students are subject to change at any time at the discretion of the Trustees.

The registration fee must be paid at the time of entrance. No official record of a student's attendance can be noted until this fee has been paid.

Checks in payment of fees, including those for charges in the Residence Halls, should read "Pay to the order of Barnard College."

Checks in payment of undergraduate dues should read "Pay to the order of Treasurer Undergraduate Association."

No application for a return of fees can be considered unless made in writing at the time of withdrawal.

FEES

Registration Fee , payable in two equal instalments, at the beginning of each session	\$12.00
This fee is never refunded.	
Late Registration Fee (see p. 51)	6.00
Tuition per point except in cases where a special fee is fixed for a particular course	8.00
Students in the special Honors Course are charged at the rate of \$250.00 for the year, \$125.00 for each session.	
Examination Fee , payable in each case before the examination is held:	
For entrance (see p. 22) for each series	6.00
For late application	6.00
For deficiency and for special examinations	6.00
with a maximum fee for examinations in a single series of . . .	30.00
(A special or deficiency examination is one taken at any time other than at the conclusion of a course actually attended, whether taken prior or subsequent to admission)	

For the degree	20.00
Deposits for the use of apparatus, material, and the like, are required in:	
Chemistry 63, 64, each course	10.00
Chemistry 41, 42, 65, 66, each course	12.50
Chemistry 42a, 105, 106, 145, 146, 157, 158, each course	15.00

FEES OF STATE SCHOLARS

Holders of State Scholarships should file their University Scholarship certificates at the office of the Bursar *on the day of registration*. On the basis of this certificate each student is entitled to a credit of \$50.00 a session.

The certificates will be held in the Bursar's office until the State funds have been received; they will then be returned to the candidates. A bulletin-board notice will give information as to when they may be claimed.

UNDERGRADUATE ASSOCIATION DUES

Undergraduate Association Dues payable by all members of the Undergraduate Association to the <i>Treasurer of the Association</i> at the time of registration (see p. 51)	\$5.00
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DORMITORY FEES

Deposit	\$15.00
Payable in advance to secure assignment of room and credited on payment of rent	
Board	
Payable in two equal instalments in advance, on or before taking possession of room, and on February 1	\$300.00
Rent	
Payable in two equal instalments in advance, on or before taking possession of room, and on February 1.	
Single rooms in Brooks Hall (a few with private bath)	\$195-400
Double rooms in Brooks Hall for each student	175
Single rooms in John Jay Hall	130-356
Double rooms in John Jay Hall, for each student	165-338
<i>Some scholarship grants of \$50 each are available for students who cannot meet the entire cost of residence.</i>	

ESTIMATED NECESSARY EXPENSES

- Board and room \$430-700 for the academic year.
- Some scholarship grants of \$50 each are available for students who cannot meet the entire cost of residence.*
- Registration fee, \$12.
- Annual tuition fee, \$250.
- Undergraduate Association dues, \$5.
- Text-books, from \$10 to \$20 each year.
- Gymnasium costume, averaging \$12.
- Final examination for the degree, \$20.

THE PROGRAM OF STUDIES

Upon satisfactory completion of a curriculum arranged on the plan to be described below (pp. 56-58), the student is recommended by the Faculty of Barnard College to the Trustees of Columbia University for the degree of Bachelor of Arts. Diplomas are issued only at Commencement, and in February and October, upon the completion of the requirements for the degree.

The principles of the program of studies are as follows:

1. Studies are specifically prescribed, *i.e.*, obligatory upon all candidates for a degree, or required to be in certain subjects without the prescription of specific courses, or elective, *i.e.*, to be taken, with certain restrictions, at the pleasure of the student.

2. Prescribed studies, with the exception of Zoölogy C, should be taken as far as practicable during the first two years of residence; and subjects taken in college which are continuations of subjects offered at entrance must be taken as far as possible in the first year.

3. No courses other than those specified in the Announcement may be taken except by students specially qualified to pursue them with advantage and with the consent of the Committee on Instruction.

4. No combination of courses amounting to less than 12 or more than 16 points may be made in any winter or in any spring session without the consent of the Committee on Instruction.

5. No credit will be given for a one-hour course, unless it is taken in connection with and as a supplement to a cognate course.

6. No more than four hours of class work, or its equivalent in laboratory work, or seven hours of class work and laboratory work combined, may be taken on the same day.

7. Students entering by transfer from other colleges are required to take at least 6 points of their major subject at Barnard.

8. Admission to courses depends upon completion of the prerequisites as stated for each course. In all cases the requirements as to prerequisites for any course must be completed before the beginning of the winter or of the spring session in which the course is given. Where no prerequisite is stated and where no limitation is noted, the course may be taken for a degree by any student of the college.

9. To be recommended for a degree, a student must have made at least 84 points in actual college residence, and at least 24 of these while registered in Barnard College, of which 24 points at least half should be taken during the senior year.

10. All requirements for a degree must be fulfilled by the candidate within six years from the time of her first matriculation as a freshman in college, whether at Barnard or elsewhere; within four and a half years from similar matriculation as a sophomore; within three years from matriculation as a junior; and within one and a half years from similar matriculation as a senior. If the candidate fails to satisfy the requirements within the time here specified, she is to lose credit for all the points gained by her toward the degree unless, in individual cases, the Faculty shall otherwise direct.

11. No change of program, either by adding or by dropping a course, may

be made by a student without the written consent of the Committee on Instruction. Except on the initiative of the departments or of the Committee on Instruction, such change will be allowed *only in the ten days preceding the second Saturday of the winter session and in the two weeks preceding the second Saturday of the spring session*. Applications by students for change of program for either session must be filed *before these days*. Until action is taken upon the application, the student must attend the courses originally named in her program.

12. The election of specific courses in University Extension or in a summer session at Columbia University or elsewhere must be approved by the Committee on Instruction of Barnard College. No student who has received a grade of D or F during the preceding academic year will be allowed to count more than 6 points of work taken in a summer session, unless the Committee on Instruction shall otherwise decide. In no case may more than three courses or 8 points of work be counted in a summer session in any one year. No summer session course that is passed with a grade below C will be credited toward a Barnard degree.

13. Courses in University Extension approved by the Committee on Instruction may be credited toward the degree of A.B. for matriculated students who maintain a grade of at least C.

Students of Barnard will be allowed to attend extension courses which are approved by the Committee on Instruction, and to count them toward the degree of A.B. under the following regulations.

(a) The election of extension courses must be approved by the Committee on Instruction and by the Director of University Extension.

(b) Students will not be allowed to exceed a total of 16 points, including the points of extension courses, at one time, save with the special permission of the Committee on Instruction, for reasons of weight.

(c) Students desiring to count these courses toward the degree of A.B. must obtain in them a grade of at least C.

Before final choice of elective studies, all students should consult their advisers (see p. 63), the Committee on Instruction, and, in case of any doubt, the instructors in charge of particular courses as well. Electives must be chosen on some consistent plan. Conflicts between courses falling at the same hours are to be avoided by careful study of the Scheme of Attendance at the end of this volume, which has been drawn up with a view to making possible for every one the selection of a reasonable number of harmonious elective courses that shall not conflict in hours with each other or with prescribed courses. It often happens that some of the courses of one department form valuable supplements to certain courses of another, so that combinations of work under two or more departments are very desirable. In all such cases the best selections can be made only after consultation with officers of one or more of the departments concerned. This applies particularly to the major subject (see below, p. 56).

REQUIREMENTS FOR ALL CANDIDATES FOR THE DEGREE
OF BACHELOR OF ARTS

(Except those in the Special Honors Course)

The requirement for graduation is 120 points, exclusive of English C and the prescribed work in Physical Education. The term point usually signifies the satisfactory completion of work requiring attendance at class one hour or in the laboratory two hours a week during a winter or spring session.

The subjects treated in the courses offered in Barnard College may be classified in the following groups:

- I. Languages, Literatures, and other Fine Arts:
Architecture, English, Fine Arts, French, German, Greek, Italian, Latin, Music, Romance Philology, Spanish.
- II. Natural Sciences:
Anthropology, Astronomy, Botany, Chemistry, Geography, Geology, Mathematics, Mineralogy, Physics, Experimental Psychology, Zoölogy.
- III. Social Sciences:
Anthropology, Classical Civilization, Economics, Education, Geography, Government, History, Philosophy, Introductory Psychology, Religion, Sociology.

It will be observed that the prescription of courses insures a fair distribution of work among these different groups. The student should bear them in mind in selecting related subjects.

I. Specific Courses Prescribed

English A	6 points
English C	2 points
History A	6 points
Mathematics A	6 points
Philosophy A ¹	3 points
Psychology A ¹	3 points
Economics A	6 points
Zoölogy C	2 points
Physical Education A, B, C, and D.	

II. Subjects Required Without Prescription of Specific Courses

- A Major Subject of at least 24 points of not less than grade C must be taken in some one subject under some one department. The major may include all courses except English A, English C, French 1a-2a, German 1-2, Italian 1a and Spanish 1a.
- A Minor Subject of at least 12 points. The minor may include all courses except English A, English C, French 1a-2a, German 1-2, Italian 1a, and Spanish 1a.

¹ Unless Philosophy 61-62, 6 points, is substituted in the junior or senior year for Philosophy A or both Philosophy A and Psychology A.

The Classical Requirement

All students who have entered on 2 or more units of Latin or Greek are required to take at least 6 points of Latin or Greek language, classical literature (in translation), classical civilization, ancient history, or ancient philosophy.

All students who have offered neither Latin nor Greek at entrance are required to take Latin 1-2 (8 points), or Greek 1-2 (8 points), or 12 points in classical literature (in translation), classical civilization, ancient history, or ancient philosophy.

The Foreign Language Requirement

All students for the degree must, *before the beginning of the senior year*, satisfy the following requirements:

They must demonstrate to the Department of Romance Languages or to the Department of Germanic Languages (a) their ability to read at sight either French prose or German prose of ordinary difficulty and (b) their ability to understand spoken French or spoken German and use the language in expressing connected ideas. Ordinarily work equivalent in difficulty to French 3-4 or German 5-6, with practice in writing and speaking the language, should enable students to pass this test.

As a rule the departmental test prescribed under this requirement will take the form of an oral examination in translation at sight. It may be taken during the month of March or the month of November *before May 1 of the junior year*. *Only four trials in either language are allowed.*

In addition to the foregoing requirement, students must have such sound acquaintance with one other foreign language, ancient or modern, as would be equivalent to not less than three entrance units in the language, such proficiency to be determined by entrance examinations, by special tests, or by specific college courses, recommended for that purpose by the departments concerned under the approval of the Faculty.

The Natural Science Requirement

At least 8 points in one of the following natural sciences: botany, chemistry, geology, physics, experimental psychology, or zoölogy.

The Fine Arts Requirement

At least 6 points in literature (in any language), music, architecture, or fine arts courses. English A and C, the elementary language courses (such as French 1a-2a), linguistic courses (such as English 15) and composition courses (such as Latin 19-20) do not count toward these 6 points.

III. Program of Studies for the Degree of Bachelor of Arts with the Certificate in Science or Mathematics

Candidates for the degree of Bachelor of Arts who desire to specialize in the natural sciences or in mathematics may elect the foregoing program of studies with the modifications given below. For the satisfactory completion of the specified requirements they will receive on graduation a certificate which will indicate the nature of the program of studies pursued.

This program of studies is the same as the foregoing program, except in the following specific respects:

A Major Subject¹ of at least 28 points (instead of 24 points) of not less than grade C in one of the following natural sciences: astronomy, botany, chemistry, geography, geology, mineralogy, physics, experimental psychology, and zoölogy, or in mathematics, and

Two Minor Subjects¹ of at least 12 points each (instead of one minor of 12 points), one in a subject allied to the major, and one in a diverse subject, both to be chosen from the foregoing list with the addition of anthropology.

Additional Grouped Work¹ in science, or in mathematics, or in science and mathematics, amounting to at least 8 points, so as to make a total of at least 60 points in science, or in science and mathematics.

DEGREE WITH HONORABLE MENTION

Degrees with honorable mention will be awarded to students in the regular course who have had honorable mention for general excellence at the end of each academic year.

SPECIAL COURSE LEADING TO THE DEGREE OF BACHELOR OF ARTS WITH HONORS IN SPECIAL SUBJECTS

Exceptionally well equipped students with pronounced interest in any subject may be allowed to substitute for the regular prescribed curriculum a special course of study in that and closely related subjects. Entrance into this course is optional with those students who are eligible.

Eligibility. — Students may be admitted to this course: rarely, and only in cases of exceptional maturity and promise, at entrance; usually, as a result of conspicuous ability in college work, at the beginning of the sophomore or junior year; provided they meet in September such tests as the Committee on Instruction may determine.

Supervision — Prescription — Exemption. — The appropriate department then takes charge of the student's work and, subject to the approval of the Faculty, arranges the course to be pursued for a degree with honors. A sound reading knowledge of French and German is required before graduation except in the departments of modern foreign languages, which may substitute other modern languages at their discretion. Previous to the senior year the manner of testing proficiency rests with the department in charge. In the senior year *all regular examinations are omitted*, and at the end of the year every honor student must pass a comprehensive examination in her subject as a whole. Honors students are exempt from the technical requirement of 120 points, from regular class attendance, and from the usual system of grading, but not from the customary supervision of the Department of Physical Education.

For special requirements see the various departmental statements, pp. 79-114.

¹ Zoölogy C may not be counted as part of a major, or a minor subject, or of the grouped work amounting to 60 points.

PROGRAM FOR STUDENTS ADMITTED BY TRANSFER FROM
OTHER COLLEGES

Students transferring to Barnard College with sufficiently good records from other colleges, may, subject to the approval of the Committee on Instruction, be exempt from courses specially prescribed by Barnard for the year or years immediately preceding their entrance into Barnard, but not from the major or the language requirement. Such students, if sufficiently able, are eligible for the special honors course described above (p. 58). Such students are also eligible for transfer to professional school under the regulations described below (p. 59).

The administration of the foregoing provision will be in accordance with the following principles and rules:

1. Such students should have completed at entrance or at other colleges the equivalent of the entrance requirements to Barnard College, as may be determined by the University Committee on Admissions.

2. In general, students who have been accepted by the Committee on Admissions for entrance by transfer to Barnard College, will be admitted to the class to which their previous entrance and college record entitles them. This implies that they will ordinarily be excused from courses specifically prescribed by Barnard for the year or years immediately preceding such transfer. In all cases, however, the Committee on Transfers will determine, in conference with the student, in view of her previous academic record, her experience and maturity, her intellectual interests and professional plans, the prescribed work from which she may not be excused. In certain cases a year of probation may be required before the status of the student is exactly fixed.

PREPARATION FOR PROFESSIONAL SCHOOLS

Students who intend to transfer to professional schools are of two classes, those who leave Barnard at the end of the sophomore year, without candidacy for the Bachelor of Arts degree, and those who at the end of the junior year wish to take advantage of the 'combined course,' counting the first year of an approved professional school in place of the senior year at Barnard.

Students intending to transfer to professional schools without candidacy for the degree of Bachelor of Arts are required to take English A, English C, Physical Education throughout their stay at Barnard, and such other courses as are appropriate in preparation for the professional school to which the transfer is to be made. (See Architecture, Business, Journalism, Medicine, pp. 60, 61.)

Students with a good record may, by special permission of the Committee on Instruction, count the first year of an approved professional school in place of the senior year at Barnard. To be eligible for this 'combined course' a student must complete at Barnard, before transferring to the professional school, 90 points of academic work including all specifically prescribed courses, the required subjects outlined under paragraph II (page 56) — except that they need complete only 18 points in the major subject, — the usual three years of physical education, and such courses as the professional school may recommend.

Students transferring to Barnard from other institutions will be granted this privilege of a 'combined course' only if they have an unusually good record,

and in no case will the permission of the Committee on Instruction be given until after the student has completed at least one full year of work in Barnard College. (See Architecture, Business, Journalism, Medicine, pp. 60, 61.)

COURSES IN THE GRADUATE FACULTIES AND PROFESSIONAL SCHOOLS OPEN TO BARNARD STUDENTS

Political Science, Philosophy, and Pure Science

Certain graduate courses in Columbia University under the Faculties of Political Science, Philosophy, and Pure Science which are listed in the Barnard Announcement are open, with the consent of the department concerned and the Committee on Instruction, to specially qualified seniors and in some cases juniors. In these courses special arrangements are made for the supervision of the work of undergraduates. Since graduate work is on an entirely different basis of credit from undergraduate work, it is rarely possible for a student in Barnard College to take any graduate courses for which these special arrangements have not been made. Seniors of unusual ability may, however, be permitted in special cases to elect not more than two graduate courses not listed in the Barnard Announcement.

Graduate courses, when approved by the Committee on Instruction, may be counted by an undergraduate toward the Bachelor's degree. Or, in case the student has more points than the number required for that degree, they may, under certain circumstances, be credited toward the Master's degree. For full information concerning the content of the courses, students are referred to the appropriate University announcements mentioned at the end of the departmental statements given below.

Architecture

Certain courses in the School of Architecture are open to regular students in Barnard College, and may be credited towards the Barnard degree. They are described below in the departmental statement on page 90.

After two years of collegiate work in Barnard, amounting to at least 60 points' credit (exclusive of English C and physical education) and including elementary French, mathematics through solid geometry, plane trigonometry, and advanced algebra, and such other courses as may be recommended by the School of Architecture, a student may transfer without examination to the School of Architecture in Columbia University and become a candidate for the degree of Bachelor of Architecture. The course in the School of Architecture leading to this degree generally requires four years for its completion.

For full information, students are referred to the Announcement of the School of Architecture.

Business

After two years of collegiate work in Barnard, amounting to at least 60 points' credit (exclusive of English C and physical education), including two years of English, two years of French or German or Spanish, and one year of economics,

a student may transfer without examination to the School of Business in Columbia University and become a candidate for the degree of Bachelor of Science. It is also recommended that a year of work in business administration and in economic geography be completed before transfer. The course in the School of Business leading to this degree generally requires for its completion two years in addition to the two years of collegiate work in Barnard College.

For full information students are referred to the Announcement of the School of Business.

Journalism

After two years of collegiate work in Barnard, amounting to at least 60 points' credit (exclusive of English C and physical education), including two years of English or classics, one year each in natural science, modern language in advance of the intermediate admission requirement, government or economics (both are advised), and general European or American history (both are advised), a student may transfer without examination (except in French and typewriting) to the School of Journalism of Columbia University and become a candidate for the degree of Bachelor of Literature. The course in the School of Journalism leading to this degree requires for its completion two years in addition to the two years of collegiate work in Barnard College.

For full information, students are referred to the Announcement of the School of Journalism.

Medicine

After collegiate work of good grade at Barnard amounting to at least 72 points (exclusive of English C and physical education) and including one year of physics based on entrance physics, one year of inorganic chemistry based on college entrance chemistry, one-half year of qualitative or quantitative analysis, one-half year of organic chemistry, one year of biology, two years of English, elementary and intermediate French or German or one year of French or German based on two years of entrance French or German, a student may be recommended by the Faculty of Barnard College for transfer without examination to the College of Physicians and Surgeons of Columbia University, to become a candidate for the degree of Doctor of Medicine. The course leading to this degree requires for its completion four years of study in the College of Physicians and Surgeons.

While the above courses represent the minimum requirements for admission, the authorities of the College of Physicians and Surgeons state that a collegiate course of four years leading to a Baccalaureate degree is considered the most desirable preparation. Because only a limited number of students can be accommodated, fulfilment of the requirements for entrance does not guarantee admission. The entire pre-medical record of each student is carefully examined in order that those who are adjudged most capable of meeting the exacting demands of the course and the profession of medicine may be selected.

The Barnard College regulations in regard to the amount of work which may be carried make it impossible for a student to complete the above minimum of 72 points in two years without summer session courses. The Barnard College Faculty also requires that all except students of very unusual ability take three years of pre-medical work before being recommended for transfer to the College of Physicians and Surgeons.

For full information students are referred to the Announcement of the College of Physicians and Surgeons.

Music

Courses in the history and theory of music and in composition, given at Columbia University, are open to regular students in Barnard College and may be credited toward the Barnard degree. They are described below in the departmental statement on page 102.

For full information students are referred to the Announcement of the Department of Music.

Students wishing to combine collegiate work with vocal or instrumental training may, while pursuing courses at Barnard, enroll as regular students at the Institute of Musical Art, Claremont Avenue and 122d Street. These regular courses include Ear-training, Theory and Lectures. They must obtain the consent of the Dean of Barnard College and of the Director of the Institute. Work at the Institute will not be counted toward the Barnard degree and must be paid for separately.

Education

Certain courses in the history and theory of education and in general methods for secondary schools are given by Teachers College to regular students in Barnard College and Columbia College and may be credited toward the Barnard and Columbia bachelor's degree. They are described in the departmental statement on page 85.

Though the other courses in the School of Education are intended primarily for graduate students, admission to some of the methods courses may be granted as a special privilege to seniors in Barnard College who show in their scholarship, personality, adaptability, and leadership potential teaching power. Students who desire to take these courses in the senior year should apply at the Registrar's office in Barnard College before the preceding May 1 in order that their applications may be passed on by the Dean of Barnard College and the Director of the School of Education of Teachers College.

Regarding the requirements for the College Graduate Professional Provisional Certificate granted by the Regents of New York or for the position of "teacher in training" in the New York City high schools, students are advised to consult the Occupation Bureau at Barnard College.

Practical Arts

After two years of collegiate work in Barnard College amounting to at least 60 points of credit (exclusive of English C and physical education), including two years of English, at least one year of French or German or Spanish, at least one year of history, and at least eight points in natural sciences, a student who shows in her scholarship, personality, adaptability, and leadership, potential teaching power, may transfer without examination to the School of Practical Arts of Teachers College in Columbia University and become a candidate for the degree of Bachelor of Science and a diploma in teaching. The professional curricula in the various lines of practical arts are planned for the junior and senior

years, a total of 60 points. In some departments the additional required subjects for teaching diplomas may make the total for diplomas 8 to 12 points more than required for the degree alone, but as a rule good students can complete the professional curricula in two years after two years of collegiate work in Barnard College.

Students planning to elect in the School of Practical Arts in their junior and senior years major programs in Physical Education or in Household Arts and the related practical sciences, should take in their first two years at Barnard general chemistry, physics, general biology, and economics as far as their programs permit. Students planning for professional work in Fine Arts should elect in some part of the University, in their freshman and sophomore years, courses in art structure and elementary mechanical and freehand drawing. Students who are going into Music Education (school music) should take in Barnard the courses in general music and harmony and should keep up their technical practice in voice and piano.

For full information students are referred to the Announcement of the School of Practical Arts of Teachers College.

Social Work

Exceptional advantages are available for students desiring to specialize in economics, sociology, and social economy, in preparation for social and philanthropic work. Besides the courses given at Barnard in economics and social science, certain graduate courses in this department of Columbia University are open, with the consent of the department and of the Committee on Instruction, to specially qualified seniors. Through an arrangement with the New York School of Social Work, certain courses in the latter institution may also be pursued, with the consent of the Department of Economics and of the Committee on Instruction, and the approval of the Director of the School, by specially qualified seniors, and counted toward the Barnard degree. The purpose of this School is to fit men and women for social service in either professional or volunteer work. By taking some of this work in her senior year a Barnard student may anticipate part of the requirements for the diploma of the School of Social Work.

ADVICE TO STUDENTS

The Dean is always glad to confer with a student regarding any matters that may be of interest to her. Individual instructors may also be consulted at any time by the student regarding her work in their classes.

Before planning her program for the coming year, every student should consult a member of the teaching staff, according to detailed regulations to be announced from time to time by the Committee on Instruction.

Not later than the spring session of her sophomore year, a student should consult the Occupation Bureau regarding opportunities in different occupations which may interest her and the prerequisites therefor.

GENERAL REGULATIONS REGARDING EXAMINATIONS IN COURSE, CREDIT, AND ADVANCEMENT

Stated Examinations. — Two series of examinations are held every year, one in January and the other in May. These are the only stated examinations. In 1925, the mid-year examinations begin on Wednesday, January 21, the final examinations on Monday, May 18.

Absences. — All students are expected to attend regularly and promptly all the exercises in the courses for which they are registered. Any considerable amount of absence or tardiness will result in the lowering of a student's mark or the loss of one or more points of credit. At the end of each term each student may file in the Registrar's office, on blanks provided for that purpose, a list of her absences and tardinesses with the reasons therefor. After considering these excuses and the reports from the instructors, the Committee on Instruction will adjust marks and credits.

Special Examinations. — Special examinations are held as follows: in the week beginning on the second Monday of the spring session of each year, and within the two weeks preceding the opening of the College in the fall.

Such examinations are open, by permission of the Committee on Instruction, to:

(a) Students who have received F (or D in excess of 6 points), provided that, in the opinion of the instructor and that of the Committee on Instruction, the term work has been good enough to make repetition in class or laboratory unnecessary. Ordinarily F (or D in excess of 6 points) in prescribed work involves repetition of the course.

(b) Students who have been absent, for imperative reasons, from the stated examination in any course provided their term work has been satisfactory.

(c) In rare instances, for reasons of weight, to other students.

In all cases application for permission to take a special examination must be made in writing.

For any such series of examinations, or any such single examination taken at any time other than the stated examination period immediately following the conclusion of the course or courses involved, a fee must be paid to the Bursar before the student is admitted to the examination (see p. 52).

Grades and Credit. — The student's performance in a course is rated according to the following grades: A, excellent; B, good; C, fair; D, poor; F, failure.

No student may count for promotion from any class to the next higher class more than six (6) points of D work or may be credited with more than six (6) points of D work during her senior year. In case more than four years is required for her degree, not more than twenty-four (24) points of D work altogether may count for the degree. Of several courses in which a student is marked D she may choose the ones to be counted.

Additional Credit for High Standing. — At the end of the winter and of the spring session, when all the reports are filed in the Registrar's office, additional credit for high standing is given as follows:

The mark A in courses aggregating 6 points of work (no course to be counted twice) entitles the student to one point of extra credit, provided she has satis-

factorily completed all the work of the session, and has not fallen below the mark B in any course.

Classification of Students. — Matriculated students whose record as to entrance conditions and the completion of prescribed courses is satisfactory to the Committee on Instruction, are classified as follows:

Freshmen, those who have completed less than 24 points of academic work.

Sophomores, those who have completed 24 points.

Juniors, those who have completed 54 points.

Seniors, those who have completed 86 points.

In all cases the requirements for promotion must be met in full before the beginning of the winter session.

A student who fails to meet the requirements for advancement from one class to another may, with the consent of the Committee on Instruction, remain in College and repeat the course or courses in which her deficiency exists, or, in the case of elective courses, other courses equivalent thereto in time. She may not, however, register as a nonmatriculant.

Should a student fail of advancement in two successive years, she shall be permanently dismissed from the College, unless, for reasons of weight, the Committee on Instruction shall otherwise determine.

SCHOLARSHIPS

Number and Value. — There are, altogether, fifty-nine scholarships ranging in value from \$120 to \$600, forty-four small supplementary scholarships of \$50 each, and nine special funds for the benefit of students who need financial aid. Each scholarship consists of the income of a certain fund given to the College. Under certain circumstances, holders of scholarships which do not cover the entire tuition fee may receive supplementary grants from the special funds.

Classification. — The scholarships are of two sorts, competitive and non-competitive. Some of the competitive scholarships are awarded to entering freshmen for excellence in entrance examinations. Others are awarded to students already in Barnard for excellence in their college work. The non-competitive scholarships are awarded to students needing financial aid, and, as a rule (except in the case of the Pulitzer Supplementary Scholarships), only to those who have passed at least one year in college. They are held, unless otherwise stated, for one year only.

Conditions. — Two scholarships may not be held by the same person, unless one is a Supplementary Scholarship. Should two scholarships be assigned to the same student in one year, she must at once choose which she will retain. If a student fail to maintain a grade of at least C in all courses which she pursues, or if for any other reason she show herself an unsatisfactory candidate, she shall forfeit her scholarship and, in the case of non-competitive scholarships, shall be ineligible for re-election the following year. No student with entrance conditions unremoved, or with a grade below C in the year previous to that in which she is asking for help, shall be eligible for a scholarship. For competitive entrance scholarships a complete set of entrance examinations is required. These examinations should, as a rule, be taken in June, since the scholarships

are generally awarded before the beginning of the winter session; they may be taken, if the candidate so desire, in two successive Junes. Scholarships vacant in February may, however, be awarded to candidates entering at that time on the January examinations.

Application. — Before the first of April of each year all applications for non-competitive scholarships, accompanied with full credentials, must be filed at the Dean's office upon special blanks to be obtained there. Candidates for the competitive scholarships to be awarded on the basis of the June examinations should, in their application to the Secretary of the College Entrance Examination Board (see p. 22), mention the Barnard scholarships for which they are competing. For the Carpentier Scholarships, the Pulitzer Scholarships, the Martha T. Fiske Scholarship, and the Jessie Kaufmann Scholarship, application must be made to the Secretary to the Committee on Admissions of Barnard College before the first of May. In order to qualify for the receipt of her stipend, the holder of a scholarship should report at the office of the Registrar not later than the first day of the academic year.

COMPETITIVE SCHOLARSHIPS

These, subject to the foregoing general regulations for scholarships, are as follows:

* Brooklyn Scholarships (\$150 each) 12

Founded in 1895 by the Trustees of Columbia University in recognition of the gift to Columbia University by President Low of a memorial building for the University Library. They are open to students who have received their training in either the public or the private schools of Brooklyn, N. Y., and are residents of that city. Three of these scholarships will be awarded annually to qualified competitors who pass in June without conditions the best entrance examinations. They may be held for the entire college course, but a holder, while retaining the title 'Brooklyn Scholar,' may transfer the income to any properly qualified candidate from Brooklyn without having her action made a matter of public record.

* Carpentier Residence Scholarships (for annual income, see below) . . . 8

Founded in 1919 with a bequest from the late Horace W. Carpentier. Eight Residence Scholarships, four of which carry an income of \$600 a year apiece and four an income of \$400, are open to women who are not residents of New York City or its vicinity. They are awarded on the merits of entrance examinations taken under the College Entrance Examination Board and on the candidates' general character and power of leadership. The examinations may be taken, if the candidates so desire, in two successive Junes. The scholarships may be held throughout the college course, provided the recipients continue to maintain a high rank in their college work. The holders are required to reside in Brooks Hall, or John Jay Hall, the Barnard halls of residence. One of each will be awarded each year.

* Open to freshmen.

* Lucille Pulitzer Scholarships (for annual income, see below) 14

Founded by the late Joseph Pulitzer in memory of his daughter, Lucille Pulitzer.

Eight Residence Scholarships, four of which carry an income of \$600 a year apiece and four an income of \$300, are open to women who are not residents of New York City or its vicinity. They are awarded on the same terms as the Carpentier Residence Scholarships listed above. One \$600 and one \$300 scholarship will be awarded each year.

Three New York City Scholarships are awarded to students entering the College from the city of New York who are found to have passed excellent entrance examinations and to be worthy of financial aid. They may be held for the first three years of the college course only.

The first (*a*), founded in 1899, carries an annual income of \$400 and will be awarded in 1924, 1927, and corresponding years.

The second and third, given in 1903, carry annual incomes of \$325 each; (*b*) will be awarded in 1926 and 1929, (*c*) in 1925 and 1928, and corresponding years.

One Competitive Freshman Scholarship (\$200) is awarded annually on the merits of the entrance examinations and on the candidate's general character. It may be held for one year only.

Two Tuition Scholarships (\$200 each) may be awarded to students of any class who have shown exceptional scholarly ability and who are in need of assistance.

* Jessie Kaufmann Scholarship 1

The income of a fund of \$4,000.

Founded in 1902 by Mr. Julius Kaufmann in memory of his daughter, Jessie Kaufmann. Awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. It may be held for the entire college course.

Martha T. Fiske Scholarship 1

The income of a fund of \$5,000.

Founded in 1911 by Miss Anna E. Smith, in memory of her sister, Mrs. Martha T. Fiske-Collord. It is awarded, on the basis of scholarly ability and general character, to some deserving candidate not a resident of New York City or its suburbs, and may be held throughout the college course, provided the recipient continues to maintain a satisfactory standing.

Eleonora Kinnicutt Scholarship 1

The income of a fund of \$5,000.

Founded in 1911 in memory of Mrs. Francis P. Kinnicutt, who was a Trustee of Barnard College. It is awarded at the end of the freshman year to a student of exceptionally high standing, and may be held

* Open to freshmen.

for three years, provided the recipient continues to maintain a high rank. It will be awarded in 1924 and 1927.

Emma A. Tillotson Scholarship. 1

The income of a fund of \$5,000.

Founded in 1910 by the late Mrs. Luther G. Tillotson. It is awarded at the end of the freshman year to a student of exceptionally high standing, and may be held for three years, provided the recipient continues to maintain a high rank. It will be awarded in 1925 and 1928.

William Moir Scholarships 2

The income of a fund of \$10,000.

Founded in 1912 by the late Mrs. William Moir, in memory of her husband.

The first (a) is awarded at the end of the freshman year to a student of exceptionally high standing who is in need of assistance, and may be held for three years, provided the recipient continues to maintain a high rank. It will be awarded in 1926 and 1929.

The second (b) may be awarded to a student of any class who has shown exceptional scholarly ability and who is in need of assistance.

NON-COMPETITIVE SCHOLARSHIPS

These, subject to the general regulations for scholarships, are as follows:

Ella Weed Scholarship 1

The income of a fund of \$3,000.

Founded in 1895 by the pupils of Miss Anne Brown's School in memory of Miss Ella Weed, who was chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence.

Veltin School Scholarship 1

The income of a fund of \$3,000.

Founded in 1905 by the alumnae of Mlle Veltin's School.

Jennie B. Clarkson Scholarship 1

The income of a fund of \$3,000.

Founded in 1898 by the late Mrs. W. R. Clarkson.

Emily James Smith Scholarship 1

The income of a fund of \$3,000.

Founded in 1899 by the late Miss Emily H. Bourne in honor of Miss Smith, then Dean of Barnard College.

Anna E. Barnard Scholarship 1

The income of a fund of \$3,000.

Founded in 1899 by the late Miss Emily H. Bourne in honor of Mrs. John G. Barnard.

- Brearley School Scholarship 1
 The income of a fund of \$3,000.
 Founded in 1899 by pupils and former pupils of the Brearley School.
- Eliza Taylor Chisholm Memorial Scholarship 1
 The income of a fund of \$3,000.
 Founded in 1901 by the Alumnae Association of Miss Chisholm's School, which Association reserves the privilege of precedence for such candidates as it may recommend.
- Graham School Scholarship 1
 The income of a fund of \$3,000.
 Founded in 1907 by the Graham Alumnae Association.
- Mrs. Donald McLean Scholarship 1
 The income of a fund of \$3,000.
 Founded in 1906 by the New York Chapter of the Daughters of the American Revolution. It is awarded, in conference with a representative of the Chapter, to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course.
- Emma Hertzog Scholarship 1
 The income of a fund of \$3,000.
 Founded in 1904 by gifts from residents of Yonkers, N. Y. It is awarded, in conference with the Faculty of the Yonkers High School, to a graduate of that school who is entering Barnard College.
- Mrs. Henry Clarke Coe Scholarship 1
 The income of a fund of \$3,600.
 Founded in 1910 by the National Society of New England Women, now the New York City Colony of the National Society. It is awarded, on the nomination of the chairman of the Scholarship Committee of the New York City Colony, to a student from New England or of New England parentage, and after the award is once made the Society requires from the beneficiary full obedience to discipline and the highest ideals of scholarship. This may be awarded to an entering freshman.
- Mary Barstow Pope Scholarship 1
 The income of a fund of \$4,000.
 Founded in 1913 in memory of Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow-teachers, and her pupils. It is open to any undergraduate of Barnard College for the whole or any part of her course, and is awarded on the nomination of a self-perpetuating committee representing the founders.
- Charles E. Bogert Memorial Scholarship, and
 Anna Shippen Young Bogert Memorial Scholarship 2
 The income of a fund of \$10,000.
 Founded in 1913 by the late Mrs. Annie P. Burgess. They are

awarded to worthy and deserving students of good Christian character who are unable to pay their own expenses.	
Martha Ornstein Brenner Scholarship	1
The income of a fund of \$4,000.	
Founded in 1915 by her friends in memory of Martha Ornstein Brenner, 1899.	
Barnard School Alumnae Scholarship	1
The income of a fund of \$4,000.	
Founded in 1916 by the alumnae of the Barnard School for Girls.	
It may be awarded to a student in any class, preference being given to nominees of the school.	
Fanny I. Helmuth Scholarship (at least \$262)	1
Established on a temporary basis by the Daughters of Holland Dames in honor of Fanny I. Helmuth. It is awarded in conference with a representative of the society to a student of Dutch descent who is in need of aid.	
Anna M. Sandham Scholarship	1
The income of a fund of \$10,000.	
Founded in 1922 with a bequest from the late Anna M. Sandham.	
Eleanor Butler Sanders Scholarship	1
The income from a fund of \$10,000.	
Founded in 1922 with a bequest from the late Henry M. Sanders.	
Scholarship in English.	1
The income of a fund of \$5,000.	
Founded in 1920 by an anonymous donor. It is awarded to a student of good standing who is specializing in English and is in need of help; with the proviso that if in any year there is no student specializing in English who stands out as particularly deserving of aid, the scholarship may be used, at the discretion of the Faculty Committee on Scholarships, to assist a student majoring in some other subject.	
Lucille Pulitzer Supplementary Scholarships (\$50 each)	44
Founded by the late Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. They are awarded to worthy and needy students, and may be used to supplement larger scholarships or themselves combined into scholarships of \$100 or more. The money is applicable to tuition fees, residence fees, or, in special cases, general outside expenses.	

SPECIAL FUNDS FOR THE AID OF NEEDY AND DESERVING STUDENTS

Arthur Brooks Fund.
A fund of \$5,000, given in 1897 by Miss Olivia E. Phelps Stokes as a memorial to the Reverend Arthur Brooks, D.D., Rector of the Church of the

Incarnation and Chairman of the Board of Trustees of Barnard College during the first six years of its existence.

Fiske Scholarship Fund.

A fund of \$5,000, given by the late Mrs. Martha T. Fiske-Collord, the income of which is placed at the disposal of the Dean of Barnard College.

George W. Smith Scholarship Fund.

A fund of \$5,000, given in 1906 by the late Mrs. Martha T. Fiske-Collord as a memorial to Mr. George W. Smith, who was a Trustee of Barnard College.

The income of the fund is placed at the disposal of the Dean of the College.

Charles Stewart Smith Scholarship Fund.

Established in 1911 in memory of the late Charles Stewart Smith, who was a Trustee of Barnard College. It provides an annual income of \$250, which is used to assist needy and deserving students.

Mary Gertrude Edson Aldrich Scholarship Fund.

A fund of \$1,000, given by Mrs. James Herman Aldrich. The income is used to assist in her senior year a student who has shown in her college life the moral qualities which go to the making of fine womanhood.

Scholarship Fund.

A fund of \$9,680, established by general subscription through the Scholarship Committee of the Board of Trustees.

Carpentier Scholarship Fund.

A fund of \$200,000, the bequest of the late Horace W. Carpentier. The income remaining after the payment of the Carpentier Residence Scholarships described on page 66 is placed at the disposal of the Dean for distribution in scholarships of varying amounts, according to the needs of deserving students.

Caroline Church Murray Fund.

A fund of \$5,000, established in 1918 by George Welwood Murray in memory of Caroline Church Murray. The income is placed at the disposal of the Dean, to be used in aid of needy and deserving students.

Irma Alexander Goldfrank Fund.

A fund of \$2,105, established in 1919 by the friends of the late Irma Alexander Goldfrank, 1908. The income is placed at the disposal of the Dean, to be used in aid of needy and deserving students.

STUDENTS' AID FUND

A Students' Aid Fund of \$7,000 is maintained by the Associate Alumnae. From this fund loans are made at a low rate of interest to students in need of financial assistance, whether for college tuition and residence fees or for outside expenses. The loans and interest are to be repaid within five years after graduation. Under the rules of the Students' Aid Committee, no money may be granted to a freshman in her first winter or spring session; it may be granted in the second only in exceptional cases. The chairman of the Committee, to whom inquiries should be addressed, is Miss Mabel Parsons, Hotel San Remo, New York City.

The operation of this fund as a loan fund, as distinct from the special scholarship funds already mentioned, makes it possible to keep the capital in continuous use by successive generations of students. While the Committee does not deem it advisable to lend a very large amount to any one student, it has not found

that loans of moderate size prove a burden on the borrowers. The Committee desires to make the fund as helpful as possible and wishes therefore to have students in need of assistance apply to it freely.

CAROLINE DUROR MEMORIAL GRADUATE FELLOWSHIP

Established by an anonymous donor in 1912. It is of an annual value of \$600. The holder is to pursue a year of graduate study at Columbia or any other university or college of approved standing. This Fellowship is awarded each year as an academic honor to that member of the graduating class of Barnard College, who, in the opinion of the Faculty, shows most promise of distinction in her chosen line of work. Should the recipient prove in no need of financial assistance, she may retain the title and honor but resign the income, which will then be used for other fellowships or scholarships. This Fellowship is not to be applied for, but is awarded each year as soon as possible after the mid-year examinations. Students who have graduated in February are eligible, as well as those who are to graduate in June.

MARGARET MEYER GRADUATE SCHOLARSHIP

An annual graduate scholarship of a value of \$75, established by Mrs. Alfred Meyer in 1923 in memory of Margaret Meyer Cohen of the Class of 1915, awarded annually to a member of the graduating class for training in secretarial work.

PRIZES

The following prizes are awarded annually, on the recommendation of the appropriate departments of the Faculty of Barnard College, in accordance with the special conditions named below. No prize will be awarded to any student who falls below grade C in any course during the year in which she is a competitor.

Herrman Botanical Prize. — A prize consisting of the income of a fund of \$1,000, founded by the late Mrs. Esther Herrman, is awarded annually to the most proficient undergraduate student in botany.

Kohn Mathematical Prize. — A prize consisting of the income of a fund of \$1,000, founded by Mrs. S. H. Kohn, is awarded annually to a senior for excellence in mathematics. Competitors for this prize must have pursued mathematics continuously during their college course.

The Jenny A. Gerard Medal. — The Jenny A. Gerard Gold Medal, given in 1908 by the Society of the Colonial Dames in America in memory of Mrs. James Gerard, late President of the Society, is awarded annually to the undergraduate student of American birth in Barnard College who is most proficient in American Colonial History.

Speranza Prize in Italian. — A prize consisting of the income of a fund of \$1,000, founded by a former student in memory of the late Carlo Leonardo Speranza, Instructor and Professor of Italian at Barnard from 1890 until 1911, is awarded annually to a student in Barnard College for excellence in Italian.

von Wahl Prize. — A prize consisting of the income of a fund of \$1,300, founded in 1915 in memory of Constance von Wahl, 1912, President of the Undergraduate Association, is awarded annually to a student for excellence in zoölogy, on the understanding that it is to be used to advance her knowledge in that field. If in any year no student stands out as eminently deserving of the prize, it is not awarded.

Caroline Gallup Reed Prize. — A prize consisting of the income of a fund of \$1,000, founded in 1916 by Mrs. William Barclay Parsons in memory of her mother, Mrs. Sylvanus Reed, for the recognition of special study in the subject of the origin of Christianity and early Church history, is awarded annually to the student who shows the highest excellence in this field of work. The award is made partly on the basis of an examination and partly on the basis of an essay to be handed in by May 1. A syllabus of the period to be covered may be obtained from the Chaplain of the University.

Jean Willard Tatlock Memorial Prize. — A prize consisting of the income of a fund of \$1,250 founded in 1917 by her friends in memory of Jean Willard Tatlock, 1895, is awarded annually to the undergraduate student most proficient in Latin.

The Helen Prince Memorial Prize. — A prize consisting of the income of \$1,200, founded in 1921 by Mr. Julius Prince in memory of his daughter, Helen C. Prince, of the Class of 1922, is awarded annually to an undergraduate student in Barnard College for excellence in dramatic composition.

The following prizes of Columbia University are by their terms open to students of Barnard College:

Bennett Prize. — A prize established through a gift of \$1,000 from James Gordon Bennett may be awarded by the Faculty of Political Science for the best essay upon some subject of contemporary interest in the domestic or foreign policy of the United States. The competition is open to students not holding a baccalaureate degree who pursue courses amounting to six hours a week in the School of Political Science. The subject for the essay to be handed in May 1, 1925, is: 1. 'Present English Opinion of American Forms and Methods of Government.' 2. 'Gerrymandering in New York City.' 3. 'The Housing Problems in its Governmental Aspects.'

The Bunner Medal. — The H. C. Bunner Gold Medal, established by the friends of the late Henry Cuyler Bunner, is awarded annually at Commencement to the candidate for a Columbia degree who shall present the best essay on an assigned subject in American literature. The award will be made by a committee to be appointed by the President. The subject for the essay to be handed in May 1, 1925, is 'The Village in American Literature.'

Earle Prize in Classics. — A prize of \$50, established in memory of Mortimer Lamson Earle, Instructor in Greek in Barnard College from 1889 to 1895 and from 1898 to 1900, and Professor of Classical Philology from 1900 to 1905, is open for annual competition to all candidates for the degree of Bachelor of Arts. It is awarded partly on the basis of the regular work of the year in Greek and in Latin, partly on the basis of a special examination. The special examination covers specified portions of Greek and Latin literature, sight reading in Greek and in Latin, and prose composition in Greek and in Latin. The special subjects for 1925 are Euripides, *Bacchae*: Livy, Book 27.

For the award in 1925, the examination will be held in January. Students are urged to do much of their work for the examination during the preceding summer vacation.

The Caroline Phelps Stokes Prize. — The Caroline Phelps Stokes Prize of \$40 is awarded annually at Commencement to that student who, having been regularly enrolled in Columbia College or Barnard College or Teachers College as a candidate for an academic degree, for not less than two sessions, winter or spring, shall be deemed to have written the best essay upon an assigned topic bearing upon the rights of man. The subject for the essay to be handed in May 1, 1925, is: 1. 'The Right of the Government to Curtail Freedom of Speech in Time of War.' 2. 'Child Labor and the Supreme Court of the United States.'

Prize of the United Daughters of the Confederacy. — A prize of \$100 is awarded annually by the United Daughters of the Confederacy to that student of Barnard College or of Teachers College who presents the best essay on a topic connected with the activity of the South before or during the war between the States. Papers must be presented to the Head of the Department of History on or before April 20. The topics are announced several months in advance.

RESIDENCE HALLS

Brooks Hall and John Jay Hall (see p. 16), the residence halls for Barnard College students, will open on Monday, September 22, 1924, and will close on Saturday, June 6, 1925. Candidates for admission or students who wish to secure accommodations in the halls during the week of the June entrance examinations or the September entrance or deficiency examinations should make arrangements directly with the Assistant to the Dean in charge of Residence Halls, not later than June 1 or September 1, respectively.

Full information in regard to the situation and cost of rooms and the advance deposit, is published in a separate pamphlet, to be had on application to the Comptroller. All correspondence regarding accommodations in the Halls should be addressed to the Comptroller, Barnard College, New York, N. Y. All checks and money orders should be made payable to the order of Barnard College. For the dormitory fees see page 53.

The post-office address for residents is Brooks Hall, 607 West 116th Street, or John Jay Hall, 29 Claremont Avenue, New York, N. Y.

For regulations in regard to the residence of students who do not live in Brooks Hall or John Jay Hall, see page 16.

HEALTH AND PHYSICAL EDUCATION

The University Medical Officer, Dr. William H. McCastline, the College Physician, Dr. Gulielma F. Alsop, and the Head of the Department of Physical Education, Miss Agnes R. Wayman, supervise the sanitation of the college, and, by means of lectures, required exercise, and personal advice, endeavor to promote the health of the students. Two trained nurses, who live in Brooks Hall, and John Jay Hall, and four instructors work under their direction.

Students Hall contains a gymnasium, swimming pool, and exercise rooms. The students have also, on Milbank Quadrangle, tennis courts and a practice field for games. Three hand ball courts have been constructed on the roof of the building, which is also provided with steamer chairs for the use of students whose health will not permit active work. Two rest rooms also are reserved for this purpose.

A physical and medical examination is required of each student upon entrance, at the end of the first year and the fourth year. Frequent medical inspections are given each student. These examinations plus a motor ability test are made the basis for determining the type of physical activity a student should take. Special remedial and corrective classes are provided for students requiring special individual attention. When necessary, recommendations are made to the Committee on Instruction regarding the student's academic program. As far as possible the work in the Department of Physical Education is conducted in the open air.

THE UNIVERSITY LIBRARY

The General Library of the University contains about 863,000 volumes, exclusive of unbound pamphlets and doctoral dissertations. The various departments of instruction have also special libraries in connection with their lecture-rooms and laboratories. The Avery Architectural Library, the Law Library, the Ella Weed Library of Barnard College, the Bryson Library of Teachers College, and the libraries of the College of Physicians and Surgeons and the College of Pharmacy, are all available to students of the University.

For the convenience of the undergraduates of Barnard College there is maintained in the Ella Weed Library in Students Hall a carefully selected collection of reference books of about 19,500 volumes.

UNIVERSITY PRESS BOOKSTORE

A University bookstore is maintained in the building of the School of Journalism under the auspices of the Columbia University Press, where officers and students may purchase books and stationery at stated discounts from list prices.

ASSEMBLY AND CHAPEL

University or College assembly is held every Tuesday at 1 o'clock. All students are expected to attend.

In St. Paul's Chapel, the chapel of Columbia University, service is held every

week-day except Saturday at 12 o'clock and on Sunday afternoon at 4 o'clock. The Thursday services are especially for Barnard students. At these services attendance is voluntary.

A special University service is held in St. Paul's Chapel on the Wednesday preceding the Thanksgiving recess.

OCCUPATION BUREAU

The Occupation Bureau registers alumnae and students in search of employment or professional advancement and recommends them to employers who apply to the College. Both students and graduates are given as much information as possible about opportunities in different lines of work and the requirements therefor. For each student a record of scholastic achievement, rating in the entrance psychological test, extra-curricular interests and employment is kept in this office, in order that the vocational information given may be as helpful as possible. The Vocational Advisory Committee of the Associate Alumnae coöperates with the Bureau; and members of the Faculty assist students with information in regard to particular vocations.

Each year one or two conferences are arranged at which the students may hear speakers from the Bureau of Vocational Information and other alumnae in different occupations. In general, the College keeps in touch with the Bureau of Vocational Information of New York City, of which it is a contributing member.

STUDENT ORGANIZATIONS

Under the system of self-government in use in the College, the various student organizations are supervised by the Student Council, subject to the general approval of the Faculty. The Student Council also administers the Honor Code, in accordance with which all students on entering Barnard College agree to maintain a high standard of honor in examinations and all phases of college life.

Every regular student is a member also of the Undergraduate Association and as such is at liberty, on payment of the student fee, to take part in all general undergraduate and class functions, to make use of all privileges of the Athletic Association, and to receive the College weekly paper. Special students may become special and associate members of the association if they so desire.

STATISTICS

	1889 to 1890	1894 to 1895	1899 to 1900	1904 to 1905	1909 to 1910	1914 to 1915	1915 to 1916	1916 to 1917	1917 to 1918	1918 to 1919	1919 to 1920	1920 to 1921	1921 to 1922	1922 to 1923	1923 to 1924
UNDERGRADUATES, REGULAR:															
Seniors . . . . .	..	9	40	83	62	*123	†93	144	131	102	87	103	†72	†95	†§107
Juniors . . . . .	..	18	40	71	122	110	160	143	150	167	190	187	203	219	256
Sophomores . . . . .	..	18	37	75	109	191	169	177	155	161	193	174	173	168	192
Freshmen (regular)	4	26	54	110	188	240	211	194	211	234	224	222	220	270	296
Freshmen (partly regular)	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Unclassified students. . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
SPECIAL STUDENTS:	14	71	171	339	481	664	633	653	647	664	694	686	668	789	910
Matriculated . . . . .	..	..	21	27	24	32	28	35	27	29	39	40	41	..	..
Non-matriculated . . . . .	..	..	..	..	30	32	33	41	23	22	22	22	26	33	39
Departmental (1889-1896)	22	29	..	..	..	..	..	..	..	..	..	..	..	..	..
Music students (1896-1904, 1914-1915) . . . . .	..	..	41	..	..	5	..	..	..	..	..	..	..	..	..
GRADUATE STUDENTS (1890-1900)	22	29	62	27	54	69	61	76	50	51	61	62	67	33	39
TOTAL STUDENTS PRIMARILY REGISTERED AT BARNARD . . . . .	..	19	82	..	..	..	..	..	..	..	..	..	..	..	..
STUDENTS FROM COLUMBIA UNIVERSITY . . . . .	..	..	..	62	59	28	18	31	33	18	80	59	†62	61	113
STUDENTS FROM TEACHERS COLLEGE . . . . .	..	..	18	77	200	*108	46	37	59	33	38	22	31	42	54
STUDENTS FROM SCHOOL OF PHILANTHROPY . . . . .	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..
TOTAL STUDENTS FROM OTHER PARTS OF THE UNIVERSITY . . . . .	..	..	18	139	259	136	64	68	93	51	118	81	93	103	167
TOTAL REGISTRATION	36	119	333	505	794	869	758	802	790	766	873	829	828	925	1116
DEGREES CONFERRED:															
A.B. . . . .	..	8	39	83	88	141	112	136	142	137	139	168	151	157	..
B.S. . . . .	..	..	..	..	2	8	6	20	15	4	5	2	1	..	..
A.M. (1894-1900) . . . . .	..	1	18	..	..	..	..	..	..	..	..	..	..	..	..
Ph.D. (1895-1900) . . . . .	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..

TOTAL BACHELORS' DEGREES CONFERRED 1893-1923 A.B., 2737; B.S., 77.
* In 1913-1914, 18 and in 1914-15, 3 Barnard seniors registered at Teachers College for the professional diploma are included in the senior figures and not among the Teachers College students.
† In 1916-17, 1921-22, 1922-23, 1 Barnard senior, and in 1923-24, 2 Barnard seniors, registered in the 3d year of the Journalism course, are included.
§ In 1923-24, 1 Barnard senior, registered in the 1st year of the Medical course, is included.

DEPARTMENTAL STATEMENTS

The following general regulations apply to all courses. The paragraphs on "The Program of Studies," pp. 54-58, should be carefully read.

When an announced course has not been applied for by at least three candidates for a degree, the instructor may withdraw it.

Where the hours for laboratory work are not given either in the departmental statement or in the scheme of attendance, they must be arranged after consultation with the officer in charge of the course.

Courses designated by capital letters are prescribed. Elective courses are designated by numbers, odd numbers indicating the winter session, and even numbers the spring session. A compound course is therefore designated by an odd number and the succeeding even number. The numbers from 1 to 99 inclusive are given to courses open only to undergraduates; the numbers from 101 to 199 inclusive are given to courses open to both undergraduates and graduates, the lower numbers in each case being used for the introductory courses.

A Roman numeral in parentheses after the hour, indicates the section number (*e.g.*, M., W., and F. at 9 (I), at 10 (II), etc.).

In the statement of each course the prerequisites are indicated. When no department is named, it is to be assumed that the reference is to a numbered course in the same department. *No credit in points will be given for a course which is taken subsequent to the course or courses for which it is in any way a prerequisite, though not formally so announced. Courses must be taken for the credit value announced — for no more or no less.*

A hyphenated course (*e.g.*, History A1-A2) is regarded as a full-year course, of which the first half is always assumed to be a prerequisite for admission to the second half, and, except for reasons of weight, and with the written consent of the instructor, no credit will be given for work dropped at the mid-years or before the completion of the course. A course of which the index signs are separated by a comma (*e.g.*, English 1, 2) is regarded as a divisible course of which the first half may be taken separately. *Admission to the second half of a divisible course is granted only when all prerequisites have been met and the written consent of the instructor obtained.*

Courses marked with an asterisk (*) are given at Columbia University (Cf. p. 60).

Courses marked with a dagger (†) are given at Teachers College. *Work at Teachers College mentioned herein may be pursued only by regularly enrolled students of Barnard College and only when counting for a Barnard College degree. Certain courses not here specified as being open at Teachers College may, through the courtesy of Teachers College and with the consent of the Committee on Instruction, be taken by such students.*

For further detailed information in regard to topics, text-books, or methods in any particular course, students are referred to the instructors.

INTRODUCTORY COURSES

1, 2 — Introduction to the Study of the Science of Language. Professors REMY and BOAS. 4 points.

Tu. and Th. at 2.

Open to all excepting freshmen. Either half of this course may be taken separately.

In this course the principles of the historical development of languages, and the psychological processes that are manifested in the structure of language will be discussed. The courses aim to meet the needs of students of English, Romance, German, and classical languages, and of others who are interested in studying the formation and development of human speech, but these courses do not count toward a major in these subjects.

ANTHROPOLOGY

[1, 2 — Introduction to Historical Anthropology. Professor BOAS and Dr. REICHARD. 8 points.

Open to all excepting freshmen. Either half of this course may be taken separately.

The early history of mankind: the antiquity of man; the races of man; the distribution of languages; the independent development in the New World and the Old; characterization of the tribes of Africa, Australia, Polynesia, Asia, prehistoric Europe and America.

Not given in 1924-25.]

Courses **1, 2**, and **3, 4** are ordinarily given in alternate years.

3, 4 — Introduction to Comparative Anthropology. Professor BOAS and Dr. REICHARD. 8 points.

M., W. and F. at 1, and weekly visits to the American Museum of Natural History at hours to be arranged.

Open to all excepting freshmen. Either half of this course may be taken separately.

Winter session: the relation between race and mental faculties; the characteristics of languages; cultural types and areas; historical influences determining cultural development; the evolution of civilization; the historical development of industries, forms of art, society and religion.

Spring session: the application of anthropological data to modern social problems; the development of reason; the emotional attitudes determining behavior; the influences of patterns determining lines of thought and action; the individual and society.

107 — Traditional Literature. Dr. REICHARD. 2 points.

Tu. and Th. at 9.

Open to all excepting freshmen.

Primitive literature in the Old and New Worlds. Form and content of tradition: the proverb, riddle, folktale, myth, fairy-tale, romance, adventure, novel, epic, verse and song. Types of character and plot. Mythological styles defined.

This course aims to acquaint students with valuable material which is not generally known rather than to develop mythological theories, although the latter will be briefly discussed.

108 — The Art of Primitive Man. Dr. REICHARD. 2 points.

Tu. and Th. at 9.

Open to all excepting freshmen.

Control of technique; geometrical and representative design. The evolutionary theory; art of various groups defined; the questions of rhythm and symmetry, of color and balance. Architecture: Peru, Africa and Northwest Coast of America. Imaginative art: poetry and song, tradition, ritual and drama.

Courses **107, 108** and **109, 110** are ordinarily given in alternate years.

[109 — Primitive Social Life. Dr. REICHARD. 2 points.

Open to all excepting freshmen.

The relation of the individual to the group, the influence of the group on the individual, the effects of economic life and of social organization upon religion, art, literature and other activities. Questions of property rights, position of women, political and economical adjustments, of marriage, birth and death with reference to primitive groups will be discussed.

Not given in 1924-25.]

[110 — Man and the Supernatural. Dr. REICHARD. 2 points.

Open to all excepting freshmen.

The history of primitive religion: questions of taboo, ancestor worship, the fetish, animism, shamanism, the vision, priesthood and witchcraft; deities, sacrifice and ceremonialism. Rationalistic and emotional factors in religious life. The relation of religion to art and drama. Theories of economic determinism, geographical environment and natural evolution.

Not given in 1924-25.]

More advanced courses given at Columbia University are described in the Announcement of the Division of Philosophy, Psychology and Anthropology.

ARCHITECTURE. See Fine Arts

ASTRONOMY

*** 1 (or 2) — General Astronomy, Introductory Course.** Professor JACOBY.
2 lectures and fortnightly evening attendance in the Wilde Observatory.
3 points.

Winter session only: ***1** — Tu. and Th. at 11.

Spring session only: **2** — Tu. at 2 and Th. at 1.

Other courses given at Columbia University are described in the Announcement of the Division of Mathematical and Physical Science.

BOTANY

Honors Course (see page 58). — The comprehensive examination assumes (a) a knowledge of the morphology and classification of both the higher and lower plants, anatomical and physiological botany; (b) a more thorough acquaintance with one of these branches and of a special problem in this; (c) the history and present trend of botany; (d) subjects requisite for and cognate to advanced study of the major topic.

51-52 — Principles of the Morphology and Physiology of Plants. Professor RICHARDS, Mrs. RICHARDS, Dr. CAREY, and Miss BENHAM. 2 lectures, 4 hours of laboratory work. Demonstrations to accompany lectures. 8 points.

Lectures, M. and F. at 10. Demonstrations and conferences, W. at 10. Laboratory work, Tu. and Th., 9-12, Tu., 2-4 and Th., 1-4. A special laboratory section will be arranged for students who have passed the entrance examination in botany and wish to obtain full credit for the course.

53-54 — Comparative Morphology and Development of Plants, Study of Types. Professor HAZEN. 2 lectures, 4 or 6 hours of laboratory work. 8 or 10 points.

Tu. and Th. at 9. Laboratory work, Tu. and Th. in so far as possible.

Prerequisite, Course **51-52**. Course **53-54** is not open to freshmen.

55-56 — Structure and Relationship of Flowering Plants. Professor HAZEN
1 hour lecture or conference, 4 or 6 hours of laboratory work. 6 or 8 points.
Th. at 3.

Prerequisite, Course **51-52**, or Entrance Botany.

151-152 — Bacteria and Ferment Fungi. Professor RICHARDS, Dr. CAREY and ————. 2 lectures, 6 hours of laboratory work. 10 points.

M. and F. at 1. Laboratory work, M., 9-12, 2-5 and W., 9-12, 1-5.

Prerequisite, two years' work in botany and some knowledge of chemistry. Exception may be made for specially qualified seniors or students intending to enter medical school. Open to students only after consultation with the instructor. Students wishing to elect work in bacteriology in other departments of the University must consult the instructor in Course **151-152**.

153 — Physiological Anatomy of Vascular Plants. Mrs. RICHARDS. 2 lectures, 6 hours of laboratory work. 5 points.

Tu. and Th. at 11. Laboratory work, M. and Th., 1-5, Tu., 2-5, W., 9-12 in so far as possible.

Prerequisite, Course **53-54**, or **55-56** except for juniors and seniors on consultation with the instructor.

[**154 — Physiology of Plants from Standpoint of Nutrition.** Professor RICHARDS and Mrs. RICHARDS. 2 lectures, a minimum of 6 hours of laboratory work. 5 points.

Prerequisite, Course **153** and some knowledge of chemistry. Open to students only after consultation with the instructor.

Not given in 1924-25.]

Courses **154** and **156** are ordinarily given in alternate spring sessions.

156 — Physiology of Plants from Standpoint of Growth. Professor RICHARDS and Mrs. RICHARDS. 2 lectures, a minimum of 6 hours of laboratory work. 5 points.

Tu. and Th. at 11. Laboratory work same as for Course **153**.

Prerequisite, Course **153** and some knowledge of chemistry. Open to students only after consultation with the instructor.

157 — Embryology and Laboratory Methods. Professor HAZEN. 8 hours of laboratory work with occasional lectures and outside reading. 4 points.

Hours to be arranged.

Prerequisite, except for seniors, Course **153**. Open to students only after consultation with the instructor.

Practice in methods of technique, with the study of the embryology of one or more types.

158 — Structure and Development of Algae. Advanced course. Professor HAZEN. 1 lecture, 6 or 8 hours of laboratory work. 4 or 5 points.

Hours to be arranged.

Prerequisite, Courses **51-52** and **53-54**.

159 — Structure and Development of Fungi. Advanced Course. Professor RICHARDS. 1 lecture, 6 or 8 hours of laboratory work. 4 or 5 points.

Hours to be arranged.

Prerequisite, Courses **51-52** and **53-54**.

161, 162 — Advanced Physiology and Morphology. Professors RICHARDS and HAZEN and Mrs. RICHARDS.

Work will be arranged to suit the needs of the students, and credit will be given according to the amount accomplished.

Open to students only after consultation with the instructor. With the permission of the instructor this course may be taken in successive years.

CHEMISTRY

Honors Course (see page 58). — The comprehensive honors examination assumes (a) knowledge of inorganic, organic, physical and analytical chemistry; (b) a more thorough acquaintance with one of these divisions and of a special problem in this; (c) the history and present trend of chemistry; (d) mathematics, physics, French and German.

5-6 — General Inorganic Chemistry. Professors REIMER and KELLER, Dr. WARE, and Miss MARTIN. 3 lectures, 2½ hours of laboratory work. 8 points. Students intending to enter a medical school should take this course with 5 hours of laboratory work, half of which must be on M., 10 points.

Tu. and Th. at 10 and a third hour Sat. at 10 or F. at 1. Laboratory work, Tu., W. or Th., 2-4.30 or F., 9-11.30. In order to obtain full credit for the course students who have passed the entrance examination in chemistry must take the special laboratory section on M., 2-4.30, and lectures on Tu., Th., and S. at 10.

63, 64 — Qualitative and Quantitative Analysis. Professor KELLER and Dr. WARE. 3 lectures, 6 hours of laboratory work. 12 points.

M., W. and F. at 10. Laboratory work, Tu., 2-5, and Th., 1-4; M. and W., 1-4.

Laboratory deposit, \$20.00.

Prerequisite, Course 5-6.

65, 66 — Quantitative Analysis, Advanced Course. Professor KELLER and Dr. WARE. 1 lecture, 6 hours of laboratory work. 8 points.

Tu. at 11. Laboratory work, Tu., 2-5, and Th., 1-4.

Laboratory deposit, \$25.00.

Prerequisite, Course 63, 64.

This course will be given for a class of five or more.

41-42 — Organic Chemistry. Professor REIMER and Dr. RICE. 3 lectures, a minimum of 6 hours of laboratory work. 12 points.

M., W. and F. at 9. Laboratory work, M. and W., 1-4, Tu. and Th., 9-12.

Laboratory deposit, \$25.00.

Prerequisite, Courses 5-6 and, except for reasons of weight, 63, 64.

42a — Elementary Organic Chemistry. Short course, intended primarily for pre-medical students. Dr. RICE. 3 lectures, a minimum of 6 hours of laboratory work. 6 points.

M., W. and F. at 9. Laboratory work, M. and W., 1-4, and Tu. and Th., 9-12.

Laboratory deposit, \$15.00.

[105-106 — Inorganic and Physical Chemistry, Advanced Course. Professor KELLER. 3 lectures, a minimum of 6 hours of laboratory work. 12 points.

Laboratory deposit, \$30.00.

Prerequisite, Courses 5-6, 63, 64, 41-42, and Physics 11-12.

Not given in 1924-25.]

145-146 — Organic Chemistry, Advanced Course. Professor REIMER. 3 lectures, a minimum of 6 hours of laboratory work. 12 points.

M., W. and F. at 10. Laboratory work, Tu. and Th., 9-12.

Laboratory deposit, \$30.00.

Prerequisite, Courses 5-6, 63, 64, 41-42.

157-158 — Problems in Chemistry. Professors REIMER and KELLER.

Laboratory work and conferences. Open only to advanced students. Credit will be given according to amount of work accomplished.

Laboratory deposit, \$30.00.

Journal Club. 1 hour. The instructors and the advanced students meet for reports and discussion on recent scientific papers.

ECONOMICS AND SOCIOLOGY ¹

Honors Course (see page 58). — The comprehensive examination assumes: (1) knowledge of (a) principles of economics, current economic problems, history of economic theory and development, statistics, and (b) principles of sociology, current sociological problems, social work, psychological and anthropological sociology; (2) a more thorough acquaintance with a smaller group of allied subjects from the preceding list; and (3) special proficiency in some one chosen interest from this field. French, German and mathematics are desired as tools. Important allied subjects are political science, psychology, history and anthropology.

Economics

A1-A2 (A4-A5) — Outlines of Economics. Professors OGBURN and HUTCHINSON, Mrs. BAKER, Miss ELIOT and ———. 6 points.

Students may tentatively select one of the following sections, but the Department reserves the right to make any changes necessary.

A1-A2, M., W. and F. at 9 (I), at 10 (II and III), at 11 (IV), at 1 (V), at 2 (VI); Tu., Th. and S. at 9 (VII), at 10 (VIII).

Prescribed for sophomores, but may, in special cases, be postponed.

A4, the equivalent of **A1**, is offered in the spring session beginning in February; and **A5**, the equivalent of **A2**, is offered in the winter session.

A4-A5, M., W. and F. at 1.

A general introductory study of modern economic organization, designed to meet the needs of those who take only one year's work in economics, and to serve as the foundation of more specialized work for those who wish to pursue further study in this field.

13-14 — Economic History. Professor HUTCHINSON. 6 points.

M., W. and F. at 10.

Prerequisite, Course **A1-A2**.

A survey of the economic development of England and the United States in the nineteenth century. Special attention is given to the social and economic problems of machine production; the rôle of money and credit; international trade.

17-18 — Statistics. Miss ELIOT. 6 points.

Tu. and Th. at 2 and 1 hour of laboratory work to be arranged.

Prerequisite, Mathematics **A1-A2** or its equivalent.

Collection and analysis of statistics, questionnaires; graphical presentation; variability, frequency distributions, averages; sampling, errors; index numbers, curve fitting, time-series; correlation; sources, the work of statistical bureaus; statistical analysis in such problems as labor turnover, the business cycle, business forecasting, population, etc.

19 — Labor in Industry and Society. Mrs. BAKER. 3 points.

M., W. and F. at 3.

Prerequisite, Course **A1-A2**.

Labor in the United States: the rise and development of labor unions, their policies and programs; legal status, conciliation, mediation, arbitration, labor organization in public utility enterprises, women in labor unions, legislation, works committees, labor education, consumers' and producers' cooperation, labor banks, party movements; comparisons with the labor movement in England and in other countries.

¹ In the reckoning of points for major and minor subjects, economics and sociology may be counted as one subject.

20 — Financial and Business Organization. Mrs. BAKER. 3 points.

M., W. and F. at 3.

Prerequisite, Course A1-A2.

The business corporation; promotion, financial management, types of securities, basis of their issue and principles of their valuation, the stock exchange, reorganization, combination and consolidation; production, plant management, waste, relation of the workers to management; marketing the product, price, competition, coöperation, combination. Each student will have an opportunity to make a specific "case" study.

53, 54 — Advanced Problems in Economics. Professor OGBURN. 4 points.

Hours to be arranged.

Open to students only after consultation with the instructor.

Pieces of research to be chosen on the basis of the interest and training of the student and the importance of the problem rather than on the basis of the formal unity of the topics.

*** 101-102 — Public Finance.** Professor SELIGMAN. 6 points.

M. and W. at 1, and a third hour to be arranged.

Open to specially qualified seniors.

General introduction and history of public finance; different kinds of public revenues, general theories and principles of taxation, incidence of taxation, and newer social theories of taxation; practical American problems of federal, state, and local taxation; classes of public expenditure and fiscal principles which govern them. Public debt, methods of borrowing, redemption; fiscal organization of state; budget, national, state, and local.

The following courses in the School of Business are open to specially qualified juniors and seniors and may count towards a major in Economics and Sociology: **Business 45-46** — Corporation Finance; **Business 51-52** — Banking and Business.

Other courses offered at Columbia University and open under certain conditions to specially qualified seniors upon consent of the Department of Economics and Sociology at Barnard are **Economics 103** — Principles of Money and Banking; **Economics 111-112** — Business Cycles; **Economics 113** — History of Socialism; **Economics 114** — Marx and Post-Marxian Socialism; **Economics 121-122** — Types of Economic Theory.

Sociology

1, 2 — Introduction to Sociology. Professor OGBURN. 6 points.

M., W. and F. at 11.

Open to sophomores, juniors and seniors.

Introduction to sociological principles and a social philosophy, and a study of the technique for analyzing social problems. The distribution of income; poverty, crime, disease; the social effects of modern industry; relations of capital and labor; schemes of industrial democracy; social insurance; the family; the position of women; population; international relations, social programs; present trend of social and industrial evolution.

11-12 — The Economic and Social Position of Women. Professor HUTCHINSON. 6 points.

M., W. and F. at 2.

Prerequisite, Economics A1-A2.

History of the woman movement; the changing economic status of women; the social effects of new vocational opportunities; the effect of the war upon the position of women. An opportunity is given to each student to do some field work.

15 — Public Health. Professor CHADDOCK. 2 points.

Tu. and Th. at 10.

The public health movement and its economic and social significance; child welfare; the health of school children; the protection of the industrial life of the workers in industry; education in health; the administration of health-promoting activities, and the protection of the standard of living.

16 — Population Problems. Professor CHADDOCK. 2 points.

Tu. and Th. at 10.

Causes and social significance of population changes and distribution, changing resources, problems due to growth of cities and concentration of industry, differential and declining birth rates, variation and factors in mortality and length of life, and standard-of-living problems.

[21, 22 — Forms of Social Work. 4 points.

An interpretation of social case work as done by family welfare and children's societies, social service departments of hospitals and similar organizations; also of community and group work as done by social settlements, community centers, health agencies, etc. Attention will be given to social work as a profession and its relation to industrial problems and welfare legislation.

Not given in 1924-25.]

51, 52 — Advanced Problems in Sociology. Professor OGBURN. 4 points.

Hours to be arranged.

Open to students only after consultation with the instructor.

Pieces of research to be chosen on the basis of the interest and training of the student and the importance of the problem rather than on the basis of the formal unity of the topics.

***153, 154 — The psychological factor in social problems. Professor OGBURN. 6 points.**

F., 4:10-6.

Prerequisite, Course 1, 2.

Open to specially qualified seniors.

The development in general theory of the concepts of "culture" and "the original nature of man," and of the problems arising from the adjustment of these factors in the historical process; researches in dynamic psychology as bearing on social problems.

Other courses offered at Columbia University and open under certain conditions to specially qualified juniors and seniors upon consent of the Department of Economics and Sociology at Barnard, are **Sociology 151** — Social Organization and Progress; **Sociology 152** — Social Organization and Progress in America; **Social Legislation 111** — Community Organization and Welfare, and **Social Legislation 112** — Human Legislation, Labor Legislation and Social Insurance.

EDUCATION

Course **A1** or **A2** is prerequisite to all courses in Education but may, in special cases, be taken parallel with Course **B**. Course **B** should be taken before, or parallel with, all more advanced courses. For further information, see page 62.

†A1 (or †A2) — Educational Psychology. Professor WHITLEY. 3 points.

Winter session only: **A1** — M., W. and F. at 10.

Spring session only: **A2** — M., W. and F. at 9.

Prerequisite, Psychology **A**.

Unless there are at least 40 registrations in each section, the smaller section will be withdrawn.

†B — History and Principles of Education. Professor GOODSSELL. 6 points.

M., W. and F. at 3.

Prerequisite or parallel, Course **A1** or **A2**.

†281 — General Methods for Secondary Schools. Professor STURTEVANT. 2 points.

M. and W. at 2.

Prerequisite or parallel, Course **B**.

†284 — Supervised Observation of Teaching. Professor STURTEVANT. 2 points.

F. at 4.

Prerequisite, Course **281**.

Open to recommended students of Barnard and Columbia Colleges who are planning to teach in secondary schools. Students will visit secondary schools of the metropolitan area under guidance in order to observe and evaluate various methods of class organization, instruction and procedure.

Methods Courses

Specially qualified seniors may with the permission of the Dean and the Committee on Instruction of Barnard College, and the appropriate instructor in Teachers College, elect courses in the methods of teaching biological and physical sciences, general science, English, foreign languages,

geography, history, and mathematics. There will, however, be no opportunity for Barnard students to do practice teaching.

For a list of methods courses, students are referred to the Announcement of the School of Education of Teachers College.

ENGLISH

Honors Course (see page 58). — The comprehensive examination assumes: (a) general knowledge of the growth and structure of the English language and command of either Old English or Middle English; (b) knowledge of the more important English authors and of their relations to literary periods; (c) comprehensive and detailed knowledge of one period or movement of major importance; (d) such knowledge of English history and of continental literature as is needed in each case.

A1, A2 (A4, A5) — Composition. Oral and written exposition and argument; description and narrative. Professors BALDWIN, HALLER, and HOWARD, Miss WEEKS, Miss STURTEVANT, Miss LATHAM, and Mr. WHITRIDGE. 6 points.

Students may tentatively select one of the following sections, but the Department reserves the right to make any changes necessary.

A1, A2, M., W. and F. at 9 (I), at 10 (II), at 11 (III), at 2 (IV), at 3 (V); **Tu., Th. and S.** at 9 (VI), at 10 (VII), at 11 (VIII).

Generally prescribed for freshmen, and prerequisite for any other course except **C1** or **C2** and **11, 12**. Exemptions and the substitution or addition of another course are by special ruling in each case.

A4, the equivalent of **A1**, is prescribed for students entering college in February; **A5**, the equivalent of **A2**, is prescribed for these students in the winter session of the following year.

A4, A5, Tu., Th. and S. at 11.

C1 (or C2) — Voice Training. Miss MANSEY and Mrs. SEALS. 2 points.

Winter session only: **C1** — **M., W. and F.** at 10 (I), at 11 (II), at 2 (III), at 3 (IV); **Tu., Th. and S.** at 9 (V), at 10 (VI).

Spring session only: **C2** — **M., W. and F.** at 9 (I), at 10 (II), at 1 (III), at 2 (IV); **Tu., Th. and S.** at 9 (V), at 10 (VI).

Prescribed for freshmen unless they have been excused by the instructor.

The mechanics of voice and speech; breathing exercises, vocal gymnastics and a practical study of English phonetics; the correction of faults in tone and speech.

Composition

Every composition course requires the permission of the instructor. Only one composition course may be taken in any session.

1, 2 — Story-writing. Miss STURTEVANT. 6 points.

Tu., 4.10–5.50, and a third hour to be arranged.

Intended primarily for students who wish to study and practice the short story, this course considers other forms of magazine writing incidentally.

3, 4 — Writing and Speaking on Public Questions. Professor HOWARD. 6 points.

Tu. and Th. at 11, and a third hour to be arranged.

Practice in presenting by speeches or special articles subjects drawn from current events and contemporary questions.

5, 6 — Advanced Composition. Professor BREWSTER. 6 points.

Tu. and Th. at 10, and a third hour to be arranged.

Intended for students who wish unrestricted practice in writing on subjects or in fields of their own choosing. Daily themes (winter session) and weekly themes (spring session).

7, 8 — Play-writing. Miss LATHAM. 2 or 6 points.

Tu. and Th. at 10, and a third hour to be arranged.

Stage trial, intensive study of plays from the point of view of production, critical review of contemporary productions. The primary intention is not to train playwrights, but to give an insight into drama as a mode of expression. Students taking the course for 2 points will do comparatively little play-writing. All students should consult the instructor in advance.

[9, 10 — Writing and Criticism. Professor BALDWIN. 4 points.

Prerequisite, one of the preceding courses, or manuscript accepted in advance.

Study of poetic through the writing and criticism of verse, stories, and plays.

Not given in 1924-25.]

Literature

Students making English their major subject will include work enough in the earlier periods to insure a grasp of English language and literature as an historical development. In particular they will include linguistic study for at least one session. This latter requirement may be satisfied by any one of the following courses: English 15, 16, 19, Introduction to the Study of the Science of Language (page 79), and certain other language courses approved in special cases; or, on evidence of sufficient outside study, by examination. Major students may also, with the written approval of the Department in advance, take certain 3-point courses for 4 points (or 6-point courses for 8 points) through special study and additional assignments and conferences.

11, 12 — Studies in Literature. Mr. WHITRIDGE. 6 points.

Tu. and Th. at 9, and a third hour to be arranged.

A general course, primarily for students whose major subject is not English, explaining methods of study, analyzing typical masterpieces, and surveying the development of modern English poetry.

13, 14 — Medieval Literature. Miss STURTEVANT. 6 points.

M. and W. at 10, and a third hour occasionally.

Prerequisite, a literature course.

Selected medieval texts studied in translation with regard to literary form and cultural background; Beowulf, Old Irish, Roland, Icelandic sagas, the Nibelungen cycle, Arthurian romance on the continent and in Britain, the Golden Legend, Reynard the Fox; short tale, chronicle, popular ballad; development of legend in relation to mythology and folklore; readings, discussions, reports.

15 — The English Language. Professor KRAPP. 2 points.

Tu. and Th. at 10.

A study of modern English from the point of view of history and use.

16 — Anglo-Saxon. Professor KRAPP. 2 points.

Tu. and Th. at 10.

Reading of texts and study of Anglo-Saxon civilization.

19 — Chaucer. Professor BALDWIN. 3 points.

M., W. and F. at 10.

The language and poetry of Chaucer, the ideas and literary habits of his time.

21, 22 — Elizabethan Literature. Professor HALLER. 6 points.

M., W. and F. at 11.

Prerequisite, a literature course.

The Renaissance in England, with readings in translation from continental literature to show foreign influences; poetry from Wyatt to Spenser; Shakspeare.

25, 26 — English Drama. Miss LATHAM. 6 points.

M., W. and F. at 1.

Study of the historical and literary development of English drama.

27, 28 — Shakspeare. Professor WRIGHT. 6 points.

M., W. and F. at 2.

30 — English Poetry of the Seventeenth Century. Professor TRENT. 3 points.

Tu. and Th. at 11.

Biographical and critical study; lectures accompanied by extensive reading.

[**32 — English Literature of the Eighteenth Century.** Professor TRENT. 3 points.

Biographical and critical study of selected poets and prose writers and of their most significant works; lectures accompanied by extensive reading.

Not given in 1924-25.]

33, 34 — The English Novel. Professor HOWARD. 6 points.

M., W. and F. at 11.

The novel from the sixteenth century to the present; the relationship of English fiction to that of France and Russia.

35, 36 — The Age of Pope and the Age of Johnson. Mr. WHITRIDGE. 6 points.

Tu. and Th. at 11, and conferences.

Prerequisite, a literature course.

Studies in the literary history of the eighteenth century. Discussions and occasional reports.

37, 38 — English Prose, Reading and Composition. Professor BREWSTER. 6 points.

Tu. and Th. at 3.

This course will deal directly and concretely with a large variety of English prose masterpieces from Sidney and Bacon to recent times. The emphasis is always on the understanding and significance of the specific work rather than on form, type, *genre*, etc. Reading, discussion, and writing; no lectures.

41, 42 — The Age of Wordsworth. Professor HALLER. 6 points.

M., W. and F. at 2.

The poetry of Burns, Wordsworth, Coleridge, Scott, Shelley, Keats, and Byron, with special reference to the influences of the French Revolution.

43, 44 — English Prose of the Nineteenth Century. Professor HUBBARD. 6 points.

M., W. and F. at 11.

The chief prose writers from Carlyle to the present, with emphasis on the main movements and tendencies of the Victorian period.

45, 46 — English Poetry of the Nineteenth Century. Professor HUBBARD. 6 points.

Tu. and Th. at 11.

Prerequisite, a literature course.

Winter session: Tennyson and Browning, with special attention to Browning's influence on later poetry. Spring session: poetry of the last half-century.

47, 48 — American Literature. Professor BAKER. 4 points.

Tu. and Th. at 9.

[**49, 50 — Literary Criticism.** Professor HUBBARD. 6 points.

Not given in 1924-25.]

Speech

53, 54 — Oral Interpretation of Literature. Mrs. DAVIS. 4 points.

M., W. and F. at 11.

Prerequisite, grade B in Course C1, or C2.

Winter session: the principles underlying good reading aloud with special reference to phrasing, inflection and emphasis followed by a study of the emotional element in vocal expression. Spring session: the oral presentation of types of literature such as the oration, the essay, the lyric, dramatic narrative in prose and verse, and the drama.

FINE ARTS AND ARCHITECTURE

Fine Arts

27 — Ancient Art. Professor DEWALD. 3 points.

Tu. and Th. at 2, and a third hour to be arranged for conference or for visits to the Metropolitan Museum.

Open to all excepting freshmen.

An introductory study of the art of Egypt, Mesopotamia, Persia, Greece and Rome. Lectures and required reading.

28 — Medieval Art. Professor DEWALD. 3 points.

Tu. and Th. at 2, and a third hour to be arranged for conference or for visits to the Metropolitan Museum.

Open to all excepting freshmen.

An introductory study of the development of art in Europe in the Early Christian, Byzantine, Carolingian, Romanesque and Gothic periods.

29 — Italian Renaissance Painting. Professor DEWALD. 3 points.

Tu. and Th. at 3, and a third hour to be arranged for conference or for visits to the Metropolitan Museum.

Prerequisite, Course 27, 28.

The development of Italian painting of the Renaissance and its relation to contemporary sculpture, with consideration of related tendencies in the period. Lectures and required reading.

30 — Northern Painting. Professor DEWALD. 3 points.

Tu. and Th. at 3, and a third hour to be arranged for conference or for visits to the Metropolitan Museum.

Prerequisite, Course 27, 28.

The history and development of painting in the Flemish and Dutch schools from the end of the Gothic period through the seventeenth century. Lectures and required reading.

*** 182. — Spanish Art.** Professor DEWALD. 3 points.

M. and F., 2.10-3.30.

Open to qualified seniors.

A survey of the important periods in the history of the art of Spain; the prehistoric cave painting; classical, Visigothic and Moorish remains; Roman and Gothic sculpture and art; the panel painters of the fifteenth and sixteenth centuries; Plateresque architecture and the great series of painters from El Greco and Velasquez to modern times.

Architecture

For other detailed information students are referred to the Announcement of the School of Architecture.

*** 21, 22 — History of Ancient Architecture.** Professors **HAMLIN** and **DINS-MOOR**. 4 points.

Tu. and Th. at 11.

A knowledge of freehand drawing is essential for the collateral work required.

Winter session: a preliminary survey of ancient architecture of the preclassical styles, and a detailed study of Greek architecture. Spring session: the architecture of Etruria, Rome and Pompeii. Periodic reports and sketches.

*** 23, 24 — Medieval and Oriental Architecture.** Professor **HAMLIN**. 4 points.

M. and F. at 10.

Prerequisite, Course **21, 22**. A knowledge of freehand drawing is essential for the collateral work required.

Romanesque and Gothic styles in Italy, France, England, Germany, Spain and the Netherlands; Moslem and Oriental architecture; the historic development, characteristics and chief examples of the medieval styles. Periodic reports and sketches.

*** 25, 26 — Renaissance and Modern Architecture.** Professor **HAMLIN**. 4 points.

Tu. and Th. at 9.

Prerequisite, Course **21, 22**. A knowledge of freehand drawing is essential for the collateral work required.

The architecture of the Renaissance in Italy, France, Germany, Spain, the Low Countries, and England; architecture of the nineteenth century in Europe; American architecture; modern and contemporary developments and tendencies. Analytical and critical discussion of historical development and great examples of architecture since 1420. Periodic reports and sketches.

*** 41, 42 — Decorative Arts and Interiors.** Mr. **LAUBER**. 1 lecture, 2 hours inspection trip or drafting room work. 4 points.

M. at 5. Inspection trip or drafting work, 3-5 first and third Wednesday of each month.

Prerequisite, satisfactory completion of elementary design.

The treatment of interiors, analysis of the abstract principles of decorative composition; various forms of mural and decorative art; the processes involved in such arts as painting, sculpture, ceramics, mosaic, stained glass, gesso, plaster, metal and woodwork. Winter session: a small design of an interior. Spring session: a large problem of an interior design.

FRENCH. See Romance Languages and Literatures

GEOGRAPHY ¹

1, 2 — Physical and Economic Geography. Miss **HOLZWASSER**. 6 points.
M., W. and F. at 9.

GEOLOGY ¹

1-2 (10-11) — General Geology. Elementary Course. Professor **OGILVIE** and Miss **HOLZWASSER**. 2 lectures, 4 hours of laboratory work. 8 points.

1-2, Tu. and Th. at 11. Laboratory work, M. and W., **1-3**, Tu. and Th., **2-4**. (If necessary, a morning laboratory section will be arranged.) Occasional Saturday field trips in the spring.

¹ In the reckoning of points for major and minor subjects, geography, geology and mineralogy may be counted as one subject.

10-11 — The equivalent of **1-2** is open to students who want to begin a science course in February. **10** is given in the spring session and **11** in the winter session of the following year.

Hours to be arranged.

5-6 — **Applied Geology.** Miss HOLZWASSER. 4 points.

M. and W. at 11.

A study of the application of geology to engineering, water-supply, mining, conservation of natural resources, and industrial development.

15-16 — **Paleontology.** Miss HOLZWASSER. 6 points.

Hours to be arranged.

17 — **Glacial Periods, their causes and their after-effects.** Professor OGILVIE. 2 points.

Tu. and Th. at 10.

Prerequisite or parallel, Course **1-2**.

20 — **Historical Geology, considered in greater detail than in Course 2.** Miss HOLZWASSER. 2 lectures, 2 hours of laboratory work. 3 points.

Tu. and Th. at 10.

Prerequisite, Course **1-2**.

113 — **Summer Field Course.** Miss HOLZWASSER. 2 weeks in the field involving the subsequent preparation of a report. 3 (or 4) points.

Prerequisite, Course **1-2**.

Registration for this course must be made by April 15. The extra tuition fee is payable by June 1.

* **124** — **Glacial Geology and Advanced Physiography.** Professor OGILVIE. Lectures, reading, field and laboratory work. 3 points.

Tu. and Th. at 5.

Prerequisite, Course **1-2**.

125-126 — **General Geology. Advanced Course.** Professor OGILVIE.

Hours and credit to be arranged.

Prerequisite, Course **1-2**.

A study of the fundamental problems of vulcanism and diastrophism.

Journal Club. The instructors in Columbia University and advanced students meet one evening fortnightly for the discussion of current papers and problems. The meetings of the Journal Club are open to Barnard students taking courses in geology.

Other courses given at Columbia University are described in the Announcement of the Division of Geology, Geography, and Mineralogy.

GERMANIC LANGUAGES AND LITERATURES

Honors Course (see page 58). — The comprehensive examination assumes (a) the ability to speak and write German easily; (b) a general acquaintance with German literature from its beginnings to the end of the nineteenth century; (c) a more thorough knowledge of some particular period; (d) some familiarity with the development of political, economic and social institutions in Germany and with German art. A general knowledge of European history is desirable.

(See also *Introduction to the Study of the Science of Language*, p. 79)

Under the requirements in Foreign Languages (see p. 57) no German courses are prescribed and none can therefore automatically excuse the student from the departmental test in the major requirement. Students choosing German as the major language under this requirement should, however, consult the Department as early as possible for advice as to the courses which should enable them to pass both the reading and the oral part of this special language test. Phonographic records are available for further aural and oral practice. The minor requirement can be satisfied, in German, by one of the following combinations: (a) a satisfactory grade in Elementary and Intermediate Entrance German (3 units), or (b) Elementary Entrance German and Course 3, or (c) a grade of at least C in Course 1-2.

1-2 — Beginners' Course. Professor PUCKETT and Miss HOFFMANN. 6 points.
M., W. and F. at 9 (I), at 11 (II); T., Th., and S. at 9 (III).

Elements of grammar, easy reading, written and oral practice.

3, 4 — Intermediate Course. Professors BRAUN and PUCKETT. 6 points.
M., W. and F. at 10 (I); at 1 (II).

Prerequisite to Course 3, Course 1-2, or Elementary Entrance German.

Prerequisite to Course 4, Course 3 or Intermediate Entrance German.

Rapid reading of texts, with some practice in writing and speaking German.

3a, 4a — Intermediate Practice Course. Professors BRAUN and PUCKETT.
4 points.

Tu. and Th. at 2.

Prerequisite, Course 1-2, or Elementary Entrance German.

Further colloquial practice supplementary to Course 3, 4.

5, 6 — Selected Dramas of Lessing, Goethe, and Schiller. Professor BRAUN.
6 points.

M., W. and F. at 11.

Prerequisite to Course 5, Course 3, 4, or a good grade in Intermediate Entrance German. Prerequisite to Course 6, Course 5.

The course emphasizes literary appreciation rather than practice in the language. A desirable prerequisite to more advanced courses in German literature.

7, 8 — Modern German Prose. — Professor PUCKETT. 6 points.

M., W. and F. at 10.

Prerequisite, Course 3, or Intermediate Entrance German.

Rapid reading of modern German historical, critical, and scientific prose. Structure and development of vocabulary.

9, 10 — Advanced Practice Course. Professor BRAUN. 4 points.

Tu. and Th. at 10.

Prerequisite, Course 3 or Intermediate Entrance German.

Conversation and themes. This course should be taken by all students intending to qualify as teachers of German.

27 — Prose Fiction of the Nineteenth Century. Professor PUCKETT. 3 points.

Tu. and Th. at 11, and a third hour, Th. at 1, for consultations.

Prerequisite, Course 5, 6 or 7, 8, or the permission of the instructor.

A critical study of the modern German *Novelle* and novel.

28 — The Drama of the Nineteenth Century. Professor BRAUN. 3 points.
Tu. and Th. at 11, and a third hour, Th. at 1, for consultations.

Prerequisite, Course 5, 6, or 7, 8, or the permission of the instructor.

After a brief survey of the earlier nineteenth century drama, the development of the modern realistic movement will be studied, with special emphasis on the works of Gerhart Hauptmann.

[37 — History of German Literature from the earliest times to the Nineteenth Century. Professor BRAUN. 3 points.

Not given in 1924-25.]

[40 — Goethe's Faust; First and Second Parts. Professor BRAUN. 3 points.

Not given in 1924-25.]

[50 — The Development of German Life and Institutions. Professor PUCKETT. 2 or 3 points.

Not given in 1924-25.]

*** 120 — Literary Relations between Germany and England in the Eighteenth Century.** Professor PUCKETT. 3 points.

Tu. and Th. at 3.

Open to qualified seniors after consultation with the instructor.

The influence of English literature on German drama, the novel and other literary forms.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

GOVERNMENT

1, 2 — Modern Government and Politics. Professor MOLEY. 6 points.

M., W. and F. at 9.

Open to all students.

A general introductory study of national, state and municipal government in the United States with some attention to the more important European governments, designed for those who plan to take only one year's work in government; also as a foundation for more advanced work in the department.

13 — American Political Parties. Professor MOLEY. 3 points.

M., W. and F. at 1.

Prerequisite, Course 1-2, or special permission of the instructor.

The origins, methods and policies of political organizations in the United States, with emphasis on current state and national campaigns.

14 — International Relations. Professor MOLEY. 3 points.

M., W. and F. at 1.

Prerequisite, Course 1, or special permission of the instructor.

The problems involved in improving international relations and in the prevention of war; the foreign policies of the United States and the methods commonly proposed for more extensive political participation in international affairs.

*** 105 — Problems of Democracy.** Professor MCBAIN. 3 points.

Tu. and Th. at 4.

Open to specially qualified seniors.

An examination of some of the more important problems of modern democracy, such as the problems of sovereignty, of representation, of political parties, of industrial combinations, of bureaucracy and the civil service, of militarism, of freedom of speech, and of foreign relations.

*** 106 — American Municipal Problems.** Professor MCBAIN. 3 points.

Tu. and Th. at 4.

Open to specially qualified seniors.

A study of problems connected with the relation between the city and the state, the organization of city governments, municipal politics, and some of the more important functional activities of cities such as police, health, public utilities, education, finance.

*** 107, 108 — European Political Institutions.** Professor ROGERS. 6 points.

M. and W. at 11.

Open to specially qualified seniors.

A comparative study of the political institutions of Europe, the chief problems which confront them, the organization and programs of political parties, and the non-political institutions which are germane to the development and work of the state. Prerequisite, a knowledge of the government organizations of the principal countries of Western Europe.

*** 110 — Federal Administration in the United States.** Professor MACMAHON. 3 points.

Tu. and Th. at 10.

Open to specially qualified seniors.

A study of the factors making for and against centralization, of the types of decentralization possible under the American federal system, of the growth of national activities, and of the working relations of national and state administrative services.

Public Law

*** 131, 132 — Judicial Development of the Constitution.** Professor T. R. POWELL. 6 points.

Tu. and Th. at 11.

An exposition and analysis of the work of the Supreme Court in interpreting and applying the more important clauses of the constitution.

Other courses offered at Columbia University and open to qualified juniors and seniors upon consent of the Department of Government are described in the Announcement of the Department of History, Economics and Public Law.

GREEK AND LATIN

Honors Course (see page 58). — The comprehensive examination assumes a general knowledge of the languages, the literature, and the civilization of (a i) ancient Greece and (a ii) ancient Rome; (b) a more thorough knowledge of either (a i) or (a ii); (c) a special knowledge of some particular problem, author, or work within (b); (d) a reading knowledge of French and German; (e) necessary acquaintance with subjects cognate to those involved in (c).

(See also Introduction to the Study of the Science of Language, p. 79)

Classical Civilization

51 — Greek Life and Thought. Professor VAN HOOK and Miss GOODALE. 3 points.

M., W. and F. at 1.

Open to all excepting freshmen.

A portrayal of Greek civilization.

52 — Greek Art. Professor YOUNG. 3 points.

M., W. and F. at 1 and at hours to be arranged at the Metropolitan Museum.

Open to all excepting freshmen.

53, 54 — Roman Life and Thought. Professor KNAPP. 4 or 6 points.

Tu. and Th. at 2.

Open to all excepting freshmen. Students are strongly advised to take the entire course.

The winter session will be devoted mainly to Roman private life; the spring session in part to Roman public life, in part to Roman philosophy and Roman art.

55, 56 — Greek Literature in Translation. Mrs. PUTNAM. 4 or 6 points.

Tu. and Th. at 11.

Open to all excepting freshmen. Students are strongly advised to take the entire course.

The winter session will be devoted to Greek poetry, with emphasis on the dramatists; the spring session to Greek prose, with emphasis on the dialogues of Plato.

57, 58 — Latin Literature in Translation. Professor KNAPP. 4 or 6 points.

Tu. and Th. at 10.

Open to all excepting freshmen. Students are strongly advised to take the entire course.

Winter session: Plautus, Terence, Ennius, Lucretius; the spring session: Catullus, Vergil, Horace, Ovid.

Greek

1-2 — Elementary Course. Professor HIRST. 3 recitations, 2 hours unprepared work in class-room. 8 points.

M., Tu., W., Th. and F. at 2.

Prerequisite, Elementary Latin.

Grammar, composition, selected readings in prose and verse; selections from Homer's Iliad. This course may not be begun in the spring session.

11 — Homer: Odyssey and Lucian: Selections. Professor VAN HOOK. 3 points.

M., W. and F. at 10.

Prerequisite, Course 1-2, or Elementary Entrance Greek.

12 — Plato: Apology and Crito; Euripides (one play). Professor PERRY. 3 points.

M., W. and F. at 10.

Prerequisite, Course 1-2, or Elementary Entrance Greek.

19-20 — Prose Composition. First Course. Professor KEYES. 2 points.

Hour to be arranged.

May be taken in connection with any other course (except 1-2), but not separately, except by special permission; particularly recommended to students who have taken only Course 1-2.

21 — Greek Tragedy. Professor PERRY. 3 points.

M., W. and F. at 11.

Prerequisite, Advanced Entrance Greek, or Course 11 or 12 or 25 or 26.

A play of Aeschylus and a play of Sophocles will be read in class; a play of Euripides will be assigned for private reading.

22 — Greek Comedy. Professor VAN HOOK. 3 points.

M., W. and F. at 11.

Prerequisite, Advanced Entrance Greek, or Course 11 or 12 or 25 or 26.

Several plays of Aristophanes, including the Clouds and the Frogs.

25 — Herodotus: Selections: Book VII. Professor HIRST. 2 points.
Tu. and Th. at 11.

Prerequisite, Course 1-2, or Elementary Entrance Greek.

The Expedition of Xerxes; the Battle of Thermopylae.

26 — Demosthenes: Selections. Professor VAN HOOK. 2 points.

Tu. and Th. at 11.

Prerequisite, Course 11 or 12 or 25.

39-40 — Advanced Prose Composition. Professor HIRST. 4 points.

Hour to be arranged.

Prerequisite, Course 19-20.

May be taken in connection with any other course, but not separately, except by special permission. The course may be taken for credit two years in succession.

41, 42 — Greek Literature. Professor VAN HOOK. 6 points.

Hours to be arranged.

Prerequisite, Course 21, 22.

General survey, with extensive reading of numerous authors, mostly poets.

See also above, under *Classical Civilization*, p. 94.

Latin

1-2 — Elementary Course. Miss GOODALE. 3 recitations, 2 hours unprepared work in class-room. 8 points.

M., Tu., W., Th. and F. at 2.

Open to all students who have not offered Latin at entrance.

Grammar, composition, selected readings in prose and verse.
This course may not be begun in the spring session.

3 — Selections from Vergil: Aeneid. Miss GOODALE. 3 points.

M., W. and F. at 9.

Prerequisite, Course 1-2, or 2 or 3 units in Entrance Latin.

Parts of the Aeneid will be read and the poem will be studied as a whole.

11 — Livy: Selections; Catullus: Selections. Professor HIRST and Miss GOODALE. 3 points.

M., W. and F. at 1 (I); Tu., Th. and S. at 9 (II).

Prerequisite, Courses 1-2, 3, or their equivalent in Entrance Latin.

Students with high grades in Entrance Latin should elect Section I of Courses 11, 12.

12 — Horace: Selected Odes and Epodes. Professor HIRST and Miss GOODALE. 3 points.

M., W. and F. at 1 (I); Tu., Th. and S. at 9 (II).

Prerequisite, Courses 1-2, 3, or their equivalent in Entrance Latin.

14 — Identical in contents and credit with Course 11. Miss GOODALE.

M., W. and F. at 9.

Prerequisite, Courses 1-2, 3, or their equivalent in Entrance Latin.

17-18 — Lectures on Latin Literature. Professor KNAPP. 2 points.
W. at 3.

Open to students who are taking any reading course in Greek or Latin; particularly recommended to students in Courses **11, 12, and 14.**

19-20 — Latin Composition. First Course. Miss GOODALE. 2 points.
Hour to be arranged.

May be taken in connection with any other course, but not separately, except by special permission.

21 — Horace: Satires and Epistles. Professor McCREA. 3 points.
M., W. and F. at 9.

Prerequisite, Advanced Entrance Latin or Course **11, or 12, or 14.**

Human intercourse viewed as one of the fine arts; constructive humor.

22 — Juvenal; Martial; Pliny. Professor HIRST. 3 points.

M., W. and F. at 9.

Prerequisite, Advanced Entrance Latin or Course **11, or 12, or 14.**

Roman life and thought in the early Empire.

25 — Tacitus: Selections: Annales, Books I-VI. Professor HIRST. 2 points.

Tu. and Th. at 9.

Prerequisite, Advanced Entrance Latin, or Course **11, or 12, or 14.**

The life and times of Tiberius.

26. — Lucretius: Selections. Professor McCREA. 2 points.

Tu. and Th. at 9.

Prerequisite, Advanced Entrance Latin, or Course **11, or 12, or 14.**

Epicureanism as a practical philosophy of life. The elements of poetry implicit in Nature's processes.

Courses **25, 26** and **27, 28** are ordinarily given in alternate years.

[27 — Vergil: Selections from Books I-VI. Professor HIRST. 2 points.

Prerequisite, Advanced Entrance Latin, or Course **11, or 12, or 14.**

A study in the Latin epic.

Not given in 1924-25.]

[28 — Plautus; Terence: Selected Plays. Professor McCREA. 2 points.

Prerequisite, Advanced Entrance Latin or Course **11, or 12, or 14.**

The nature and function of the spirit of comedy in Roman life.

Not given in 1924-25.]

29-30 — Prose Composition. Second Course. Professor KNAPP. 2 points

W. at 2. (Hour will be arranged, if necessary.)

Prerequisite, Course **19-20.**

May be taken in connection with any other course, but not separately, except by special permission. This course may be taken for credit in two successive years.

[37, 38 — Plautus and Terence: Selected Plays; Cicero: Tusculanae Disputationes, I, De Senectute, De Amicitia. Professor KNAPP. 6 points.

Prerequisite, Course **21, 22, or 25, 26, or 27, 28.**

A study of Roman comedy and of the best thought of the ancient world on the immortality of the soul, old age, and friendship.

Not given in 1924-25.]

Courses **37, 38** and **41-42** will ordinarily be given in alternate years.

41, 42 — Latin Literature. Professor KNAPP. 6 points.

Tu. and Th. at 3, and a third hour to be arranged. (All three hours will be arranged, if necessary.)

Prerequisite, Course **21, 22** or **25, 26**.

General survey, with extensive reading of various authors.

***139-140 — Prose Composition. Advanced Course.** Professor McCREA. 4 points.

Hour to be arranged.

Prerequisite, Course **29-30**.

Open to specially qualified seniors

See also under Classical Civilization, page 94.

HEBREW

Course **101-102**, Elementary Course in Biblical Hebrew, is open with the consent of the Department of Semitic Languages and the Committee on Instruction to specially qualified juniors and seniors.

HISTORY

Honors Course (see page 58). — Candidates for honors will be examined both orally and by written paper on one of the following fields of history: (a) Ancient History, (b) Modern European History, (c) English History, (d) American History.

In addition candidates will be expected to know something of the chief writers and works in the various fields of history, and to have an appreciation of the general nature of the epochs of history and the types and methods of historical study and writing.

A1-A2 (A4-A5) — Survey of European History from the break-up of the Roman Empire to the World War. Professors HUTTMAN and KNIGHT, Mr. PEARDON, Miss YOUNG and Miss ROBB. 6 points.

A1-A2, M., W. and F. at 9 (I), at 11 (II), at 1 (III), at 2 (IV), at 3 (V); Tu., Th. and S. at 9 (VI), at 10 (VII), at 11 (VIII).

Prescribed for freshmen but may be postponed until the sophomore year.

A4, the equivalent of **A1**, is prescribed for students entering college in February; and **A5**, the equivalent of **A2**, is prescribed for these students in the winter session of the following year.

A4-A5, M., W. and F. at 10.

9, 10 (old number **81, 82**) — **Survey of American History from the End of the Colonial Period.** Professor FOX. 6 points.

M., W. and F. at 10.

Prerequisite, Course **A1-A2**.

The establishment and development in the New World of European institutions; the union and the organization of the United States; politics and foreign relations culminating in the War of 1812; the influence of manufactures, the frontier and slavery; the Civil War; reconstruction, and modern, political, industrial and social readjustment.

[15-16 — The History of the Ancient Orient and of Greece. Mr. PEARDON. 6 points.

Prerequisite, Course **A1-A2**.

Not given in 1924-25.]

17-18 — The History of Rome and the Byzantine Empire. Mr. PEARDON.
6 points.

M., W. and F. at 9.

Prerequisite, Course A1-A2.

A brief survey of the history of early Rome and the Republic; a closer study of the Empire; a summary of the history of the Empire in the East to 1453.

[23, 24 — Introduction to European Economic History. Professor KNIGHT.
6 points.

Prerequisite, Course A1-A2.

The evolution of agriculture, industry, and commerce in the Mediterranean basin; the contribution of the Germanic peoples; the growth of feudalism; the influence of commerce and towns; the transition to the modern period; the Industrial Revolution and its consequences in the economic life of today.

Not given in 1924-25.]

33, 34 — The Political and Social History of England from the Age of the Tudors to the World War, with consideration of current events. Professor HUTTMAN. 4 or 6 points.

Tu. and Th. at 2.

Prerequisite, Course A1-A2.

The separation from Rome; the Elizabethan Age; the development of the English Constitution; the expansion of England; the Industrial Revolution; political and social reforms in the nineteenth century; the Irish question; the British Empire; international relations; the World War.

41-42 — The Period of the French Revolution. Professor KNIGHT. 4 points.

Tu. and Th. at 9.

Prerequisite, Course A1-A2.

The old Régime in Europe; life, thought, political and economic organizations; the Revolution in France; its effects outside; the Directory; the Consulate and the Napoleonic Empire; the peace of Vienna.

51, 52 — The Political and Social History of Europe since the Congress of Vienna, with consideration of current events. Professor HUTTMAN. 6 or 8 points.

M., W. and F. at 10.

Prerequisite, Course A1-A2.

Course 52, except by special permission of the instructor, is open only to students who have taken Course 51.

Winter session: the domination and fall of Metternich, nationalism, the unification of Italy and Germany, trade-unionism and socialism, democracy and anti-clericalism. Spring session: the third French Republic, the German Empire, the Russian revolutions, the Balkans, Imperialism, the partition of Africa and the causes of the World War.

63 — Turkey and the Near East. Professor KNIGHT. 3 points.

M., W. and F. at 2.

Prerequisite, Course A1-A2.

Organization of the Ottoman Empire; its advance into Europe; the pressure upon it from European states; rise of independent Balkan states; conflict of European Powers over the Near East as a cause of the Great War; the peace and the Near East.

[73, 74 — The British Empire. Professor HUTTMAN. 4 or 6 points.

Prerequisite, Course A1-A2.

Beginning with a survey of England's colonial expansion in the seventeenth and eighteenth centuries, the course will treat especially of the Empire in the nineteenth and twentieth centuries. It will consider Great Britain and Ireland as well as the self-governing dominions, India and the protectorates.

Not given in 1924-25.]

76 — The Newer Imperialism. Professor KNIGHT. 3 points.

M., W. and F. at 2.

Prerequisite, Course A1-A2.

Imperialism since the Industrial Revolution as contrasted with the older dynastic imperialism; the struggle for colonies, protectorates and spheres of influence since the opening of the nineteenth century; economic factors in international politics.

Special courses by the Visiting Professor.

145 — The History of Political Ideas. Professor POLLARD. 2 points.

Tu. and Th. at 3.

Open to seniors, juniors and specially qualified sophomores.

159 — Aspects of the Tudor Period. Professor POLLARD. 2 points.

Tu. and Th. at 10.

Open to juniors and seniors on permission of the Department of History at Barnard.

***105, 106 — History of European Thought and Culture.** Professor MUZZEY and Miss ROBB. 6 points.

Tu. and Th. at 10 and a third hour to be arranged.

Open only on permission of the Department of History at Barnard to specially qualified juniors and seniors who have had a course more advanced than Course A1-A2.

***153, 154 — The Social History of Western Europe from the middle of the eighteenth century to the present.** Professor HAYES and Miss YOUNG. 6 points.

Tu. and Th. at 2, and a third hour to be arranged.

Open only on permission of the Department of History at Barnard to specially qualified juniors and seniors who have had a course more advanced than Course A1-A2.

***Dutch 137 — Holland in the Twentieth Century.** Professor BARNOUW. 2 points.

W. at 7.

Open only on permission of the Department of History at Barnard to specially qualified juniors and seniors who have had a course more advanced than Course A1-A2.

Lectures on the political and cultural history of Holland and her colonies during the last quarter-century in the fields of politics, literature, science and art.

Other courses offered at Columbia University and open under certain conditions to specially qualified seniors upon consent of the Department of History at Barnard are **161, 162** — History of Russia; **169-170** — The Expansion of Europe; **177** — History of the Great War.

See also German 50, a course in the Development of German Life and Institutions (p. 93) and Government 1-2, and 13, 14 (p. 93).

ITALIAN. See Romance Languages and Literatures.

LATIN. See Greek and Latin.

MATHEMATICS

Honors Course (see page 58). — The comprehensive examination assumes (a) a general knowledge of algebra, geometry and analysis; (b) a more thorough acquaintance with one of these divisions and of a special field within it; (c) familiarity with the history and literature of mathematics, including the ready use of French and German texts; (d) a fair knowledge of a second subject approved by the Department and selected from a list including the sciences generally as well as other appropriate departments of knowledge. For further information and adjustment of requirements to individual cases, candidates should consult the officers of the Department.

A1-A2 (A4-A5) — Mathematics. A general course covering the elements of trigonometry, analytical geometry and calculus, designed to emphasize the cultural and vocational aspects of these subjects. Professor MULLINS, Dr. LAMSON and Mr. GAFAFER. 6 points.

A1-A2, M., W. and F. at 9 (I), at 10 (II), at 1 (III), at 2 (IV), at 3 (V); **Tu., Th. and S.** at 9 (VI), at 10 (VII), at 11 (VIII).

Mathematics A (complete) is prescribed for freshmen who enter without trigonometry. Students who offered trigonometry at entrance should consult the Department at the time of registration as to which part of Course A they should take to complete the requirement.

A4, the equivalent of **A1**, is prescribed for students entering college in February; **A5**, the equivalent of **A2**, is prescribed for these students in the winter session of the following year.

A4-A5, M., W. and F. at 2.

15 — Solid Geometry and Spherical Trigonometry. Professor MULLINS. 3 points.

Tu., Th. and S. at 10.

This course may be taken by students offering trigonometry at entrance to satisfy the mathematics requirement.

21 — Analytical Geometry. Professor KASNER. 3 points.

M., W. and F. at 11.

Prerequisite, Course **A1-A2**.

Introduction to the analytical geometry of the plane and of space.

22 — Calculus. Professor KASNER. 3 points.

M., W. and F. at 11.

Prerequisite, Course **21**.

Elementary course in differential and integral calculus.

23-24 — Algebra and Theory of Equations. Dr. LAMSON. 6 points.

M., W. and F. at 2.

Prerequisite, Course **A1-A2**.

Algebraic and numerical solution of equations, determinants, complex numbers.

25-26 — Calculus. Professor COLE. 6 points.

M., W. and F. at 11.

Prerequisite, Course **22**.

Differential and integral calculus and introduction to differential equations.

27 — Projective Geometry. Professor MULLINS. 3 points.

M., W. and F. at 1.

Prerequisite, Course 21.

[**28 — Differential Equations.** Professor MULLINS. 3 points.

Prerequisite, Course 25-26.

Not given in 1924-25.]

30 — Graphical Methods in Mathematics. Professor MULLINS. 3 points.

M., W. and F. at 1.

Prerequisite, Courses 21, 22.

33-34 — The Fundamental Concepts of Modern Mathematics. Professor KASNER. 6 points.

M., W. and F. at 10.

Prerequisite or parallel, Course 25-26.

[**35-36 — General Introduction to Higher Mathematics.** Professor KASNER. 6 points.

Not given in 1924-25.]

†351-352 — History of Mathematics. Professor D. E. SMITH. 6 points.

M. and W. at 4.

MINERALOGY ¹

1 — General Mineralogy. Professor OGILVIE and Miss HOLZWASSER. 1 lecture, 4 hours of laboratory work. 3 points.

Hours to be arranged.

Prerequisite, a knowledge of elementary chemistry.

If there are less than six applications, arrangements may be made for parallel work in Columbia University.

2 — Blowpipe Analysis. Professor OGILVIE. 1 lecture, 4 hours of laboratory work. 3 points.

Hours to be arranged.

Prerequisite, Course 1.

Subject to note under Course 1. If this work is taken at Columbia, a laboratory deposit of \$15.00 may be required.

6 — Optical Mineralogy. Professor OGILVIE. 1 lecture, 2 hours of laboratory work. 2 points.

Hours to be arranged.

Prerequisite, Course 1.

MUSIC

***1-2 — General Musical Course.** Professor MASON. 4 points.

Tu. and Th. at 11.

This course requires no previous knowledge of music.

History of music from Palestrina to the death of Beethoven, with illustrations.

¹ In the reckoning of points for major or minor subjects, mineralogy and geology may be counted as one subject.

***3-4 — General Musical Course, Advanced.** Professor MASON. 4 points.
M. and W. at 10.

Students are advised, though not required, to take Course 1-2, or its equivalent, before Course 3-4.

Discussion of modern music.

***7, 8 — Harmony.** Professor BINGHAM and Mr. HOUGH. 6 points.
M., W. and F. at 1.

Prerequisite, a knowledge of musical notation, an accurate ear, and the ability to play simple chord successions on the piano.

***11, 12 — Counterpoint.** Professor BINGHAM. 4 points.

Tu. and Th. at 10.

Prerequisite, Course 7, 8.

Other courses given at Columbia University are described in the Announcement of the Department of Music. For a course in Advanced Harmony students are referred to the extension course, Music e9-e10.

PHILOSOPHY

Honors Course (see page 58). — The comprehensive examination for students in the honors course assumes: (a) general knowledge of the history of European philosophy and a first-hand acquaintance with the principal writings of one ancient and two modern philosophers; (b) familiarity with the four main types of cosmological theory and a special knowledge of one of them; (c) acquaintance with the facts and theories of general esthetics and familiarity with their special application to one of the arts; (d) some proficiency in the theory and practice of formal logic; (e) knowledge of the history and problems of ethical theory; (f) the equivalent of at least six points of psychology and at least twelve points of intensive work in some branch of natural science, social science or literature, such cognate study to be chosen and carried on in consultation with the Department of Philosophy.

A — Introduction to Philosophy. Professors MONTAGUE and PARKHURST and Mrs. LEAVENWORTH. 3 points.

Any one of the following sections may be taken:

Winter Session: **A1** — M., W. and F. at 9.

A3 — M., W. and F. at 11.

Spring Session: **A2** — M., W. and F. at 9.

A4 — Tu., Th. and S. at 10.

Prescribed for sophomores or freshmen unless Course 61-62 is taken in the junior or senior year.

2 — Logic, Inductive and Deductive. Professor MONTAGUE. 2 points.
F. at 11.

A brief survey of the principles of definition and classification, of syllogistic reasoning and of Mill's canons of induction.

12 — The Metaphysics of Vitalism and Pragmatism. Professors MONTAGUE and PARKHURST. 3 points.

M., W. and F. at 10.

Prerequisite, Course A or Course 61.

A study of McDougall, Bergson, James and Schiller.

21-22 — Ethics, Individual and Social. Professors MONTAGUE and PARKHURST and Mr. PHILLIPS. 8 points.

M., W. and F. at 1.

Open to juniors and seniors.

The course will include three distinct lines of inquiry: (1) the history of the traditional philosophic theories of good and evil and the more psychological problems of ethics; (2) the specifically

social problems and the ethical ideals implicit in such movements as socialism and feminism, nationalism and democracy; (3) the analysis of ethical situations by the case method; and the study of a few modern Utopias.

41-42 — Philosophy of Art. Professor PARKHURST. 6 points.

Tu. and Th. at 9.

Open to juniors and seniors, and to specially qualified sophomores.

A study of the tragic, the comic, the sublime and the beautiful and a psychological analysis of the origins, interrelations, subject-matter and purpose of the arts, with special emphasis upon the laws of color harmony, rhythm and symmetry as exemplified in the major arts, such as architecture, sculpture, painting and music, and in the minor arts such as dress and interior decoration.

61-62 — The History of Philosophy. Professor MONTAGUE and Mr. PHILLIPS. 6 points.

M., W. and F. at 9.

Open to juniors and seniors. May be substituted by students of these classes for Course A.

66 — Philosophy of Religion. Professor BUSH and Mrs. LEAVENWORTH. 3 points.

Tu. and Th. at 11, and a third hour to be arranged.

Open to juniors and seniors.

79 — Contemporary Philosophy. Professor PARKHURST. 3 points.

M., W. and F. at 10.

Prerequisite, Course A or Course 61-62.

A study of Huxley, Spencer, Nietzsche and Royce.

PHYSICAL EDUCATION

A physical and medical examination is required of all entering students.

A — Courses A1, A2, and A3 or A4 are prescribed for all freshmen. The work is divided as follows:

A1, A2 — Graded gymnastics. 2 hours.

M. and W. at 10 (I), at 11 (II), at 2 (III), at 3 (IV).

Athletics, games, dancing or swimming. 1 hour.

Hours to be arranged on Tu., Th. or F.

A3 (or A4) — General Hygiene.

Winter Session only: A3 — Tu. at 11 (I), Th. at 1 (II).

Spring Session only: A4 — Tu. at 11 (I), Th. at 1 (II).

As soon as possible after the medical and physical tests are completed, each freshman will be given a motor ability test. The results of these three tests will be made a basis for deciding the type of physical activity the student will enter. A *high physical efficiency rating* will make it possible for a student to *elect* her type of activity after the first term.

A physical examination is required at the end of the spring session.

B1, B2 — Graded gymnastics. 2 hours.

Tu. and Th. at 10 (I), at 11 (II), at 2 (III), at 3 (IV).

Athletics, games, dancing or swimming. 1 hour.

Hours to be arranged on M., W. or F.

Prescribed for sophomores.

C1, C2 — Athletics, games, dancing, swimming or prescribed work, to be elected in any authorized activity, depending upon the student's physical condition. Specific work will be prescribed only in special cases. 2 hours.

Hours to be arranged.

Prescribed for juniors.

A course in human biology (see Zoölogy C) is prescribed for juniors, unless under special circumstances permission is given to postpone the course until the senior year.

D1, D2 — Athletics, games, dancing, and swimming. Substitution of approved activities will be allowed in special cases. 2 hours.

Hours to be arranged.

Prescribed for seniors.

Students wishing to qualify as camp councillors or social workers are urged to choose their electives accordingly. An appropriate course of lectures will be given in the spring session at hours to be announced.

The Red Cross Life Saving Course and tests will be given each session and may be counted as a regular elective for freshmen and sophomores. Juniors and seniors may elect it as a regular activity under **C1, C2, D1, or D2**.

In coöperation with Girl Scout Headquarters a regular course will be offered for the training of Scout leaders. This may be taken under the same conditions as the Red Cross Life Saving Course.

101, 102 — Graded gymnastics, dancing, organized games, swimming, for women graduate students under the Faculties of Philosophy, Political Science and Pure Science, and women students in the schools of Architecture, Business, Journalism and Medicine. 2 points.

All regular sections are open provided the registration is not already filled by undergraduate students.

The prescribed gymnasium and field costume consists of dark blue bloomers, white sailor blouses, black sailor ties, and high white tennis shoes. Approximate cost, \$8. Swimming suits, \$1.25. Costumes to be purchased at Students Hall.

PHYSICS

Honors Course (see page 58). — The comprehensive examination assumes (a) knowledge of mechanics, heat and the properties of matter, sound, light, electricity, and magnetism; (b) a more thorough acquaintance with at least one of these fields, including laboratory methods employed in it; (c) the history of the development of some important principles in physics and the present trend in the science; (d) mathematics, including at least analytics, calculus, and differential equations; reading knowledge of French and German; and at least one other natural science.

11-12 — General Physics. Professors MALTBY and LANGFORD and Mrs. SEVERINGHAUS. 2 lectures, 1 discussion hour, 2 or 3 hours of laboratory work. 8 or 9 points. Pre-medical students are required to take 3 hours of laboratory work.

M. W. and F. at 11.

Prerequisite, the elements of trigonometry.

31 — Mechanics. Professor LANGFORD. 3 hours, lectures and discussions, 2 or 4 hours of laboratory work. 4 or 5 points.

M., W. and F. at 9 (or hours to be arranged).

Prerequisite, Course **11-12**, except by special arrangement.

32 — Heat and Properties of Matter. Professor LANGFORD. 3 hours, lectures and discussions, 2 or 4 hours of laboratory work. 4 or 5 points.

M., W. and F. at 9 (or hours to be arranged).

Prerequisite, Course **31**, except by special arrangement.

33 — Sound. Professor MALTBY. 3 hours, lectures and discussions, 2 hours of laboratory work. 4 points.

Hours to be arranged.

Prerequisite, Course **11-12**.

34 — Light. Professor LANGFORD. 3 hours, lectures and discussions, 2 hours of laboratory work. 4 points.

Hours to be arranged.

Prerequisite, Course **11-12**.

35 — Electricity and Magnetism. Professor LANGFORD. 3 hours, lectures and discussions, 2 or 4 hours of laboratory work. 4 or 5 points.

M., W. and F. at 1.

Prerequisite, Courses **31** and **32**, except by special arrangement.

36 — Electricity. Professor LANGFORD. 3 hours, lectures or discussions, 2 or 4 hours of laboratory work. 4 or 5 points.

M., W. and F. at 1.

Prerequisite, Course **35**.

137 — History of the Development of some Fundamental Theories in Physics. Professor MALTBY. Readings, reports and discussions. 3 points.

Hours to be arranged.

Prerequisite, some of the advanced courses in physics.

This course is designed to give the students a more comprehensive view of the development of certain fundamental theories, of the experiments which have been crucial, and the bearing of experimental evidence from various fields of physics upon these theories.

138 — Theory of Electricity. Professor MALTBY. Readings, reports and discussions. 3 points.

Hours to be arranged.

Prerequisite, Courses **35**, **36**.

PSYCHOLOGY

Honors Course (see page 58). — The comprehensive examination for students in the honors course assumes: (a) knowledge of systematic, experimental, comparative, developmental, abnormal and physiological psychology; (b) special familiarity with experimental techniques, methods of mental measurement, and some field of psychotechnic application; (c) first hand acquaintance with the history, literature, and current status of some particular problem, and an original effort to investigate some question relating thereto; (d) collateral knowledge of

1. Two related fields, — as zoölogy, physiology, philosophy, sociology, education, anthropology.
2. The French and German languages, and statistical methods, in so far as these are implied by the foregoing requirements.

A — Elements of Psychology. Professor PARKHURST, Dr. GATES and Mrs. LEAVENWORTH. 3 points.

Any one of the following sections may be taken:

Winter session: **A1** — M., W. and F. at 9.

A3 — M., W. and F. at 10.

A5 — Tu., Th. and S. at 10.

Spring session: **A2** — M., W. and F. at 9.
A4 — M., W. and F. at 10.
A6 — M., W. and F. at 11.

Prescribed for sophomores or freshmen unless Philosophy 61-62 is taken in junior or senior year.

An introduction to the chief facts, principles and problems of normal adult psychology, through systematic study of a text, lectures, exercises, and reading in special fields.

7-8 — Experimental Psychology, Results and Applications. Professor HOLLINGWORTH and Mr. LUND. 4 points.

Tu. and Th. at 11.

Prerequisite, Course A. Students counting psychology as a required science must take Course 17-18 as a parallel course.

A lecture course, with reading, presenting the outstanding results and practical applications of experimental psychology.

17-18 — Experimental Psychology, Methods and Problems. Professor HOLLINGWORTH and Mr. LUND. 3 to 4 hours of laboratory work. 4 points.

Tu., 2-5, or Th., 1-4. (If necessary, a morning laboratory section will be arranged on W. or F., 9-12.)

Prerequisite, Course A and Course 7-8 as a parallel course.

Each student conducts a series of typical individual experiments, participating in certain group experiments, prepares systematic reports of results and becomes familiar with the literature of experimental psychology.

19 — Developmental Psychology. Professor HOLLINGWORTH. 3 points.

Tu. and Th. at 9.

Prerequisite, Course A.

The evolution of mind, its development and pathology in infancy, childhood, adolescence, maturity and old age, factors involved in mental and social adjustment and in the origin and perpetuation of social institutions.

20 — Abnormal Psychology. Professor HOLLINGWORTH. 3 points.

Tu. and Th. at 9.

Prerequisite, Course 17 or 19.

A general survey of the field of Psychopathology, the history of the subject, the more common forms of mental inadequacy and disturbance, and their psychological interpretation. Lectures reading, lantern slides and case studies.

21 — Applications of Psychology. Dr. GATES. 2 lectures, 3 hours of laboratory work. 4 points.

Tu. and Th. at 10, and W. 1-4.

Prerequisite, Course A.

A survey of the applications of psychology in daily life and in practical fields, with special attention to methods of mental measurement as employed in clinics, schools, personnel selection and vocational direction.

22 — Comparative Psychology. — Dr. GATES. 3 points.

Tu. and Th. at 10.

Prerequisite, Course A.

The psychology of animals and of primitive races is studied with a view to understanding their relation to the mental life of civilized man.

24 — Advanced Problems. Dr. GATES. 1 hour conference and 3 hours of laboratory work. 3 points.

Hours to be arranged.

Prerequisite, Courses **17-18** or **21** and the consent of the instructor.

The student, in coöperation with the instructor, undertakes original research on problems of contemporary interest.

221 — Psychology of Thinking. Professor HOLLINGWORTH. Lectures, reading and discussion. 3 points.

W., 2-4.

Prerequisite, at least 6 points in psychology. Open to all graduate students.

A systematic study of the thought processes with special emphasis on Meaning, Judgment, Belief, Reasoning.

Other courses in psychology, given in Teachers College and in Columbia University, may be taken by students who have completed the Barnard program, or are otherwise specially qualified.

RELIGION

1, 2 — The Bible. CHAPLAIN KNOX. 4 points.

Tu. and Th. at 11.

Course **2** is a continuation of Course **1**, but either course may be taken separately.

A thorough study of the Bible in the light of modern scholarship.

Winter session: How the Old Testament was written, the stories of Genesis, their origin and meaning, the decalogue and other ancient codes, the lives and teachings of the prophets; the growth of religious ideas and ethical standards throughout Biblical history. Class-room exercises following a printed syllabus will consist of lectures, discussions and reference readings.

Spring session: The books of Job, Jonah and Daniel of the Old Testament, and the study of the New Testament; how the Gospels were written and their content; also the letters of Paul and the Book of Revelation.

101, 102 — The Study and Interpretation of Religion. Professors BLACK, MCGIFFERT, LYMAN (Union Theological Seminary), COE (Teachers College). Lectures, assigned readings, and conferences. 4 points.

Tu. and Th. at 2.

A comprehensive survey of religion with special consideration of several of its most important branches. Dr. Black will show how the subject of religion is to be studied; Dr. McGiffert will present the outstanding events in the history of Christianity; Dr. Lyman, the philosophic aspects; and Dr. Coe, the psychology of religion.

ROMANCE LANGUAGES AND LITERATURES

Honors Course (see page 58). — The comprehensive examination assumes (a) a general knowledge of the history of French literature from its origin to the present day; (b) a more thorough knowledge of a century or period; (c) the ability to use French correctly as a mode of expression both in speaking and writing.

Students are also expected to show that they have followed courses in history and philosophy, and that they have a reading knowledge of Italian or Spanish, and a working knowledge of German.

(Note: If need be, a parallel course for honors could be arranged for students wishing to make Spanish or Italian their subject of major interest.)

(See also Introduction to the Study of the Science of Language, p. 79)

French

Under the requirements in Foreign Languages (see p. 57) no French courses are prescribed and none can therefore automatically excuse the student from the departmental test in the major requirement. Courses **1b, 2b** and **3, 4** would probably enable a student to pass the special language test, if French is chosen as a major language. The minor requirement can be satisfied, in French, by a satisfactory grade in Intermediate Entrance French or by a grade of C or better in Course **1a-2a**.

1a-2a — Elementary Course. Mr. VAILLANT. 3 recitations, 2 hours of practical work. 8 points.

M., Tu., W., Th. and F. at 9.

Grammar, reading, conversation.

1b, 2b — Reading, Composition, Syntax. Miss PRENEZ and Miss BIÉLER. 6 points.

M., W. and F. at 1 (I); Tu., Th. and S. at 9 (II).

Prerequisite to Course 1b, Course 1a-2a, or Elementary Entrance French.

Prerequisite to Course 2b, Course 1b, or Intermediate Entrance French.

3, 4 — General Introduction to the Study of French Literature. Reading, composition, and lectures. Professors MULLER and LEDUC, Miss PRENEZ, and Mr. VAILLANT. 8 points.

General lecture: Th. at 1 (I); and in sections as follows:

M., W. and F. at 9 (II), at 10 (III), at 1 (IV); Tu., Th. and S. at 10 (V).

Prerequisite, Course 1b, 2b.

A survey of French literature, including the reading of at least one work from each leading author from the seventeenth century to the present time.

5, 6 — History of French Literature in the Seventeenth Century.¹ Professor LOISEAUX. 6 points.

M., W. and F. at 10.

Prerequisite, grade C in Course 3, 4.

The political, social and artistic life of the country as expressed in the works of the great writers of the classical period.

9, 10 — Intermediate French Composition. Professor LEDUC, Miss BIÉLER and Mr. VAILLANT. 4 points.

M. and W. at 10 (I, II); Tu. and Th. at 9 (III, IV), at 11 (V, VI).

Prerequisite, Course 1b, or Intermediate Entrance French.

Review of French syntax; conversation.

9a, 10a — Advanced French Composition.¹ Professor LEDUC. 4 points.

Tu. and Th. at 11.

Prerequisite, Course 3, 4, or any higher course, and consultation with the instructor.

Class limited to twenty-five students.

An intensive study of the structure of the language, leading to a better control of it as an instrument of expression.

11, 12 — Practical phonetics applied to French. Professors LOISEAUX and MULLER. 2 hours. 2 points.

M. and W. at 2 (I); Tu. and Th. at 3 (II).

Prerequisite, Course 2b, or any higher course. This course is divisible only for students who are taking another French course.

In Course 12, a section will be arranged for seniors who intend to teach French.

13, 14 — The Renaissance in France.¹ Professor LEDUC. 6 points.

Tu. and Th. at 10, and a third hour to be arranged.

Prerequisite, Course 3, 4.

The literature of the sixteenth century with readings from selected poets and prose writers; the development of Humanism and foreign influences.

¹ Conducted entirely in French.

15, 16 — History of French Literature in the Nineteenth Century.¹ Miss PRENEZ. 6 points.

M., W. and F. at 1.

Prerequisite, Course 3, 4.

A study of the works of the Romantic authors, Hugo, Lamartine, Musset, etc., and of the various tendencies and literary developments which occurred during the latter part of the century and the beginning of the present century.

17, 18 — History of the French Drama.¹ Professor MULLER. 6 points.

M., W. and F. at 2.

Prerequisite, Course 5, 6.

General survey of the development of the French drama from its origin to the present time; the most representative plays of the different periods.

19, 20 — History of French Civilization.¹ Professor LOISEAUX. 4 points.

M. and W. at 11.

Prerequisite, Course 5, 6, or any higher course.

General survey of the development of French civilization from the Roman conquest to the present day; the political, artistic, literary and scientific activities of the French people in the formation of their national life, and their contribution to human progress.

21, 22 — Old French.¹ Professor MULLER. 4 points.

Tu. and Th. at 2.

Prerequisite, Course 3, 4.

Reading of texts from the time of the Chanson de Roland to the fifteenth century, with emphasis on works having a special bearing on English literature.

***113, 114 — French Literature in the Eighteenth Century.¹** Professor LOISEAUX. 6 points.

M. and W. at 3.

Prerequisite, Course 5, 6.

The spirit of the eighteenth century and its influence on the French Revolution and modern thought will be studied in the lives and works of Montesquieu, Voltaire, Rousseau, the Encyclopedists and the minor writers.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

Italian

1a-2a — Elementary Course. Mr. TOGLIA. 6 points.

M., W. and F. at 1.

Grammar, reading, composition.

This course may not be taken at the same time as Spanish 1a-2a.

1b, 2b — Grammar, composition and reading. Professor BIGONGIARI. 6 points.

M., W. and F. at 9.

Prerequisite, Course 1a-2a or Elementary Entrance Italian; recommended as parallel, Course 11-12.

11-12 — Italian conversation. Mr. TOGLIA. 2 points.

Tu. and Th. at 2.

Prerequisite, Course 1a-2a or its equivalent; recommended as a parallel to Course 1b, 2b.

¹ Conducted entirely in French.

***101-102 — Introduction to the study of Italian literature.¹** Professor BIGONGIARI. 6 points.

M., W. and F. at 3.

Open to students only after consultation with the instructor.

The thirteenth century religious, philosophical and scientific movements in connection with Dante; humanism from Petrarch to Ficino; philosophical and scientific renaissance from Leonardo to Galileo; the Reformation and the Counter Reformation.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

Spanish

(See also *Spanish Art*, p. 89)

1a-2a — Elementary Course. Miss BIÉLER and ———. 6 points.

M., W. and F. at 9 (I), at 11 (II).

Grammar, reading, composition.

This course may not be taken at the same time as Italian 1a-2a.

1b, 2b — Advanced Course. Professor MARCIAL-DORADO and ———. 6 points.

M., W. and F. at 11 (I); Tu., Th. and S. at 9 (II).

Prerequisite, Course 1a, 2a.

A rapid review of grammar and syntax, the reading of typical works by modern authors and advanced composition and conversation.

3, 4 — Practical Course and Introduction to Spanish Literature.² Professor MARCIAL-DORADO. 6 points.

M., W. and F. at 10.

Prerequisite, Course 1b, 2b.

Lectures on the history of Spanish literature and reading of selected works by representative authors, particularly Cervantes, Lope de Vega and Calderón, discussions, and reports.

9, 10 — Spanish Composition. Miss ———. 4 points.

Tu. and Th. at 10.

Prerequisite, Course 1b.

11-12 — Spanish Conversation. Professor MARCIAL-DORADO. 1 point if taken for the winter and the spring session; no credit if taken for either session separately.

Th. at 1.

Prerequisite, Course 1a-2a or 1b, 2b.

19, 20 — Spanish Civilization.² Professor MARCIAL-DORADO. 4 points.

M. and W. at 9.

Prerequisite, Course 3, 4, or the permission of the instructor.

A survey of the historical development of Spanish civilization and its significance in the life of the world to-day; the various aspects of Spanish culture — literary, artistic, political, and economic.

21-22 — Contemporary Movements in Spanish Literature.² Professor MARCIAL-DORADO. 2 points.

F. at 9.

Prerequisite, Course 3, 4.

¹ Conducted entirely in Italian.

² Conducted entirely in Spanish.

***111, 112 — El Siglo de oro de la literatura española.¹** Professor DE ONÍS.
6 points.

M. and F. at 5.

Conferencias en español acompañadas de lecturas de obras escogidas.

Other courses given at Columbia University are described in the Announcement of the Division of Modern Languages and Literatures.

Romance Philology

A course, French **101, 102, Introduction to Romance Philology** (Phonology, winter session: Morphology, spring session) is open to properly qualified seniors by permission of the Department.

Russian

Course **101-102 — Elementary Russian**, is open with the consent of the Department of Slavonic Languages and the Committee on Instruction to specially qualified juniors and seniors.

Other courses, open to students who have some knowledge of Russian, are described in the Announcement of the Division of Modern Languages and Literatures.

SOCIOLOGY. See **Economics and Sociology**

SPANISH. See **Romance Languages and Literatures**

ZOÖLOGY

C1 (or C2) — Human Biology (in coöperation with the Department of Physical Education). Professors CRAMPTON and GREGORY and Dr. ALSOP. 2 points.

Winter session only: **C1** — Tu. and Th. at 11.

Spring session only: **C2** — W. and F. at 1.

Either **C1** or **C2** is prescribed for juniors, but may under special circumstances be postponed to the senior year. If a student has taken Course **1-2**, it will not be necessary for her to take **C1** or **C2**.

General anatomy, physiology and development of the human type in comparison with other organisms; the physiological basis of individual hygiene; human genetics.

1-2 — General Biology and General Zoölogy. Elementary Course. Professor CRAMPTON, Mrs. LOWTHER, Miss SPRINGER and Miss METCALF. 2 lectures, 4 hours of laboratory work. 8 points.

Tu. and Th. at 2. Laboratory work, Tu. and Th. 3-5, or Tu. and Th., 9-12, and also W. and F., 1-4, if necessary.

Open to seniors, juniors, sophomores and specially qualified freshmen.

5-6 — Heredity and Evolution. Professor CRAMPTON. 2 lectures and conferences. 4 points.

M. and W. at 3.

Prerequisite, Course **1-2**.

13 — Histology and histological methods. Miss SPRINGER. 2 lectures, 6 hours of conferences and laboratory work. 5 points.

W. and F. at 11. Laboratory work, M., W. and F., 1-4.

Prerequisite, Course **1-2**.

¹ Conducted entirely in Spanish.

14 — Embryology and embryological methods. Professor CRAMPTON and Miss SPRINGER. 2 lectures, 6 hours of conferences and laboratory work. 5 points.

W. and F. at 11. Laboratory work, M., W. and F., 1-4.

Prerequisite, Course 1-2.

51-52 — Elementary Physiology. Professor GREGORY. 2 lectures, 4 hours of laboratory work. 8 points.

Tu. and Th., 2-5.

Prerequisite, Course 1-2 or its equivalent, and elementary chemistry.

95-96 — Comparative Morphology of Vertebrates. Mrs. LOWTHER. 6 hours of laboratory work and conferences. 8 points.

Tu. and Th., 9-12.

Prerequisite, Course 1-2, or its equivalent.

Practical course in vertebrate dissection with special reference to mammals. Recommended for pre-medical students.

101, 102 — General Zoölogy. Advanced Course. Professor CRAMPTON and Mrs. LOWTHER. 3 lectures and conferences, 6 hours of laboratory work. 12 points.

M., W. and F., 9-12.

Prerequisite, Courses 1-2 and 14.

151-152 — General Physiology. Professor GREGORY. 2 lectures, 4 hours of demonstration and laboratory work. 8 points.

Tu. and Th., 9-12.

Open to juniors and seniors.

Prerequisite, Course 1-2, or its equivalent, and advanced chemistry.

General principles of animal physiology.

SCHEME OF

Hours	MONDAY	TUESDAY	WEDNESDAY
A.M.	Chemistry 41-42 Chemistry 42a Economics A1-A2 (I) † Education A2 English A1, A2 (I) English C2 (I) French 1a-2a French 3, 4 (II) Geography 1, 2 German 1-2 (I) Government 1, 2 History A1-A2 (I) History 17-18 Italian 1b, 2b Latin 3, 14 Latin 21, 22 Mathematics A1-A2 (I) Philosophy A1 Philosophy A2 Philosophy 61-62 Physics 31, 32 Psychology A1 Psychology A2 Spanish 1a-2a (I) Spanish 19, 20 Zoology 101, 102	Anthropology 107, 108 * Architecture 25, 26 Botany 53-54 Economics A1-A2 (VII) English A1, A2 (VI) English C1 (V) English C2 (V) English 11, 12 English 47, 48 French 1a-2a French 1b, 2b (II) French 9, 10 (III, IV) German 1-2 (III) History A1-A2 (VI) History 41-42 Latin 11, 12 (II) Latin 25, 26 Mathematics A1-A2 (VI) Philosophy 41-42 Psychology 19, 20 Spanish 1b, 2b (II) Zoology 95-96 Zoology 151-152	Chemistry 41-42 Chemistry 42a Economics A1-A2 (I) † Education A2 English A1, A2 (I) English C2 (I) French 1a-2a French 3, 4 (II) Geography 1, 2 German 1-2 (I) Government 1, 2 History A1-A2 (I) History 17-18 Italian 1b, 2b Latin 3, 14 Latin 21, 22 Mathematics A1-A2 (I) Philosophy A1 Philosophy A2 Philosophy 61-62 Physics 31, 32 Psychology A1 Psychology A2 Spanish 1a-2a (I) Spanish 19, 20 Zoology 101, 102
9			
10	* Architecture 23, 24 Botany 51-52 Chemistry 63, 64 Chemistry 145-146 Economics A1-A2 (II, III) Economics 13-14 † Education A1 English A1, A2 (II) English C1 (I) English C2 (II) English 13, 14 English 19 French 3, 4 (III) French 5, 6 French 9, 10 (I, II) German 3, 4 (I) German 7, 8 Greek 11, 12 History A4-A5 History 9, 10 History 51, 52 Mathematics A1-A2 (II) Mathematics 33-34 * Music 3-4 Philosophy 12 Philosophy 79 Psychology A3 Psychology A4 Spanish 3, 4 Zoology 101, 102	Chemistry 5-6 Classical Civilization 57, 58 Economics A1-A2 (VIII) English A1, A2 (VII) English C1 (VI) English C2 (VI) English 5, 6 English 7, 8 English 15, 16 French 3, 4 (V) French 13, 14 Geology 17, 20 German 9, 10 * Government 110 History A1-A2 (VII) * History 105, 106 History 159 Mathematics A1-A2 (VII) Mathematics 15 * Music 11, 12 Philosophy A4 Psychology A5 Psychology 21, 22 Sociology 15, 16 Spanish 9, 10 Zoology 95-96 Zoology 151-152	Botany 51-52 Chemistry 63, 64 Chemistry 145-146 Economics A1-A2 (II, III) Economics 13-14 † Education A1 English A1, A2 (II) English C1 (I) English C2 (II) English 13, 14 English 19 French 3, 4 (III) French 5, 6 French 9, 10 (I, II) German 3, 4 (I) German 7, 8 Greek 11, 12 History A4-A5 History 9, 10 History 51, 52 Mathematics A1-A2 (II) Mathematics 33-34 * Music 3-4 Philosophy 12 Philosophy 79 Psychology A3 Psychology A4 Spanish 3, 4 Zoology 101, 102

Courses marked with an asterisk [*] are given at Columbia University;

ATTENDANCE

Hours	THURSDAY	FRIDAY	SATURDAY
A.M.	Anthropology 107, 108 * Architecture 25, 26 Botany 53-54 Economics A1-A2 (VII) English A1, A2 (VI) English C1 (V) English C2 (V) English 11, 12 English 47, 48 French 1a-2a French 1b, 2b (II) French 9, 10 (III, IV) German 1-2 (III) History A1-A2 (VI) History 41-42 Latin 11, 12 (II) Latin 25, 26 Mathematics A1-A2 (VI) Philosophy 41-42 Psychology 19, 20 Spanish 1b, 2b (II) Zoölogy 95-96 Zoölogy 151-152	Chemistry 41-42 Chemistry 42a Economics A1-A2 (I) † Education A2 English A1, A2 (I) English C2 (I) French 1a-2a French 3, 4 (II) Geography 1, 2 German 1-2 (I) Government 1, 2 History A1-A2 (I) History 17-18 Italian 1b, 2b Latin 3, 14 Latin 21, 22 Mathematics A1-A2 (I) Philosophy A1 Philosophy A2 Philosophy 61-62 Physics 31, 32 Psychology A1 Psychology A2 Spanish 1a-2a (I) Spanish 21-22 Zoölogy 101, 102	Economics A1-A2 (VII) English A1, A2 (VI) English C1 (V) English C2 (V) French 1b, 2b (II) German 1-2 (III) History A1-A2 (VI) Latin 11, 12 (II) Mathematics A1-A2 (VI) Spanish 1b, 2b (II)
9			
10	Chemistry 5-6 Classical Civilization 57, 58 Economics A1-A2 (VIII) English A1, A2 (VII) English C1 (VI) English C2 (VI) English 5, 6 English 7, 8 English 15, 16 French 3, 4 (V) French 13, 14 Geology 17, 20 German 9, 10 * Government 110 History A1-A2 (VII) * History 105, 106 History 159 Mathematics A1-A2 (VII) Mathematics 15 * Music 11, 12 Philosophy A4 Psychology A5 Psychology 21, 22 Sociology 15, 16 Spanish 9, 10 Zoölogy 95-96 Zoölogy 151-152	* Architecture 23, 24 Botany 51-52 Chemistry 63, 64 Chemistry 145-146 Economics A1-A2 (II, III) Economics 13-14 † Education A1 English A1, A2 (II) English C1 (I) English C2 (II) English 19 French 3, 4 (III) French 5, 6 German 3, 4 (I) German 7, 8 Greek 11, 12 History A4-A5 History 9, 10 History 51, 52 Mathematics A1-A2 (II) Mathematics 33-34 Philosophy 12 Philosophy 79 Psychology A3 Psychology A4 Spanish 3, 4 Zoölogy 101, 102	Chemistry 5-6 Economics A1-A2 (VIII) English A1, A2 (VII) English C1 (VI) English C2 (VI) French 3, 4 (V) History A1-A2 (VII) Mathematics A1-A2 (VII) Mathematics 15 Philosophy A4 Psychology A5

those marked with a dagger [†] are given at Teachers College.

SCHEME OF

Hours	MONDAY	TUESDAY	WEDNESDAY
A.M.	Economics A1-A2 (IV) English A1, A2 (III) English C1 (II) English 21, 22 English 33, 34 English 43, 44 English 53, 54 French 19, 20 Geology 5-6 German 1-2 (II) German 5, 6 * Government 107, 108 Greek 21, 22 History A1-A2 (II) Mathematics 21, 22 Mathematics 25-26 Philosophy A3 Physics 11-12 Psychology A6 Sociology 1, 2 Spanish 1a-2a (II) Spanish 1b, 2b (I) Zoölogy 101, 102	* Architecture 21, 22 * Astronomy 1 Botany 153, 156 Chemistry 65, 66 Classical Civilization 55, 56 English A1, A2 (VIII) English A4, A5 English 3, 4 English 30 English 35, 36 English 45, 46 French 9, 10 (V, VI) French 9a, 10a Geology 1-2 German 27, 28 Greek 25, 26 History A1-A2 (VIII) Mathematics A1-A2 (VIII) * Music 1-2 Philosophy 66 Physical Education A3 (I) Physical Education A4 (I) Psychology 7-8 * Public Law 131, 132 Religion 1, 2 Zoölogy C1 Zoölogy 95-96 Zoölogy 151-152	Economics A1-A2 (IV) English A1, A2 (III) English C1 (II) English 21, 22 English 33, 34 English 43, 44 English 53, 54 French 19, 20 Geology 5-6 German 1-2 (II) German 5, 6 * Government 107, 108 Greek 21, 22 History A1-A2 (II) Mathematics 21, 22 Mathematics 25-26 Philosophy A3 Physics 11-12 Psychology A6 Sociology 1, 2 Spanish 1a-2a (II) Spanish 1b, 2b (I) Zoölogy 13, 14 Zoölogy 101, 102
P.M.	Anthropology 3, 4 Botany 151-152 Classical Civilization 51, 52 Economics A1-A2 (V) Economics A4-A5 * Economics 101-102 English C2 (III) English 25, 26 French 1b, 2b (I) French 3, 4 (IV) French 15, 16 German 3, 4 (II) Government 13, 14 History A1-A2 (III) Italian 1a-2a Latin 11, 12 (I) Mathematics A1-A2 (III) Mathematics 27, 30 * Music 7, 8 Philosophy 21-22 Physics 35, 36		Anthropology 3, 4 Classical Civilization 51, 52 Economics A1-A2 (V) Economics A4-A5 * Economics 101-102 English C2 (III) English 25, 26 French 1b, 2b (I) French 3, 4 (IV) French 15, 16 German 3, 4 (II) Government 13, 14 History A1-A2 (III) Italian 1a-2a Latin 11, 12 (I) Mathematics A1-A2 (III) Mathematics 27, 30 * Music 7, 8 Philosophy 21-22 Physics 35, 36 Zoölogy C2
1.10			
2.10	Economics A1-A2 (VI) † Education 281 English A1, A2 (IV) English C1 (III) English C2 (IV) English 27, 28 English 41, 42 * Fine Arts 182 French 11, 12 (I) French 17, 18 Greek 1-2 History A1-A2 (IV) History 63, 76 Latin 1-2 Mathematics A1-A2 (IV) Mathematics A4-A5 Mathematics 23-24 Sociology 11-12	Astronomy 2 Classical Civilization 53, 54 Economics 17-18 Fine Arts 27, 28 French 21, 22 German 3a, 4a Greek 1-2 History 33, 34 * History 153, 154 Italian 11-12 Latin 1-2 Religion 101, 102 Science of Language 1, 2 Zoölogy 1-2 Zoölogy 51-52	Economics A1-A2 (VI) † Education 281 English A1, A2 (IV) English C1 (III) English C2 (IV) English 27, 28 English 41, 42 French 11, 12 (I) French 17, 18 Greek 1-2 History A1-A2 (IV) History 63, 76 Latin 1-2 Latin 29-30 Mathematics A1-A2 (IV) Mathematics A4-A5 Mathematics 23-24 Psychology 221 Sociology 11-12
3.10	Economics 19, 20 † Education B English A1, A2 (V) English C1 (IV) * Fine Arts 182 * French 113, 114 History A1-A2 (V) * Italian 101-102 Mathematics A1-A2 (V) Zoölogy 5-6	English 37, 38 Fine Arts 29, 30 French 11, 12 (II) * German 120 History 145 Latin 41, 42 Zoölogy 51-52	Economics 19, 20 † Education B English A1, A2 (V) English C1 (IV) * French 113, 114 History A1-A2 (V) * Italian 101-102 Latin 17-18 Mathematics A1-A2 (V) Psychology 221 Zoölogy 5-6
4.10	† Mathematics 351, 352	English 1, 2 (4-5.50) * Government 105, 106 Zoölogy 51-52	† Mathematics 351, 352

Courses marked with an asterisk [*] are given at Columbia University;

ATTENDANCE

Hours	THURSDAY	FRIDAY	SATURDAY
A.M.	* Architecture 21, 22 * Astronomy 1 Botany 153, 156 Classical Civilization 55, 56 English A1, A2 (VIII) English A4, A5 English 3, 4 English 30 English 35, 36 English 45, 46 French 9, 10 (V, VI) French 9a, 10a Geology 1-2 German 27, 28 Greek 25, 26 History A1-A2 (VIII) Mathematics A1-A2 (VIII) * Music 1-2 Philosophy 66 Psychology 7-8 * Public Law 131, 132 Religion 1, 2 Zoölogy C1 Zoölogy 95-96 Zoölogy 151-152	Economics A1-A2 (IV) English A1, A2 (III) English C1 (II) English 21, 22 English 33, 34 English 43, 44 English 53, 54 German 1-2 (II) German 5, 6 Greek 21, 22 History A1-A2 (II) Mathematics 21, 22 Mathematics 25-26 Philosophy A3 Philosophy 2 Physics 11-12 Psychology A6 Sociology 1, 2 Spanish 1a-2a (II) Spanish 1b, 2b (I) Zoölogy 13, 14 Zoölogy 101, 102	English A1, A2 (VIII) English A4, A5 History A1-A2 (VIII) Mathematics A1-A2 (VIII)
11			
P.M.	Astronomy 2 French 3, 4 (I) German 27, 28 Physical Education A3 (I) Physical Education A4 (II) Spanish 11-12	Anthropology 3, 4 Botany 151-152 Chemistry 5-6 Classical Civilization 51, 52 Economics A1-A2 (V) Economics A4-A5 English C2 (III) English 25, 26 French 1b, 2b (I) French 3, 4 (IV) French 15, 16 German 3, 4 (II) Government 13, 14 History A1, A2 (III) Italian 1a-2a Latin 11, 12 (I) Mathematics A1-A2 (III) Mathematics 27, 30 * Music 7, 8 Philosophy 21-22 Physics 35, 36 Zoölogy C2	
1.10			
2.10	Classical Civilization 53, 54 Economics 17-18 Fine Arts 27, 28 French 21, 22 German 3a, 4a Greek 1-2 History 33, 34 * History 153, 154 Italian 11-12 Latin 1-2 Religion 101, 102 Science of Language 1, 2 Zoölogy 1-2 Zoölogy 51-52	Economics A1-A2 (VI) English A1, A2 (IV) English C1 (III) English C2 (IV) English 27, 28 English 41, 42 * Fine Arts 182 French 17, 18 Greek 1-2 History A1-A2 (IV) History 63, 76 Latin 1-2 Mathematics A1-A2 (IV) Mathematics A4-A5 Mathematics 23-24 Sociology 11-12	
3.10	Botany 55-56 English 37, 38 Fine Arts 29, 30 French 10, 12 (II) * German 120 History 145 Latin 41, 42 Zoölogy 51-52	Economics 19, 20 † Education B English A1, A2 (V) English C1 (IV) * Fine Arts 182 History A1-A2 (V) * Italian 101-102 Mathematics A1-A2 (V)	
4.10	* Government 105, 106 Zoölogy 51-52	† Education 284 * Sociology 153, 154 (4-6)	

those marked with a dagger [†] are given at Teachers College.

ACADEMIC CALENDAR

1924-1925

1924

- July 7 — Monday, Twenty-fifth Summer Session of Columbia University begins.
- Aug. 15 — Friday, Twenty-fifth Summer Session of Columbia University ends.
- Sept. 8 — Monday, Last day for filing applications for entrance and deficiency examinations, and for advanced standing. The privilege of later application may be granted on payment of a fee of \$6.
- Sept. 15 — Monday, Entrance examinations and examinations for deficient students begin.
- Sept. 19 — Friday, Registration (including the payment of fees) begins.
- Sept. 23 — Tuesday, Registration ceases for students previously matriculated. The privilege of later registration may be granted on payment of a fee of \$6.
- Sept. 24 — Wednesday, Winter Session, thirty-sixth year, begins. Registration ceases for students matriculating for the first time. The privilege of later registration may be granted on payment of a fee of \$6.
- Sept. 25 — Thursday, Classes begin.
- Oct. 21 — Tuesday, Stated meeting of University Council.
- Nov. 4 — Tuesday, Election Day, holiday.
- Nov. 25 — Tuesday, Annual Thanksgiving Service in St. Paul's Chapel.
- Nov. 27 — Thursday
to
- Nov. 29 — Saturday, inclusive, Thanksgiving holidays.
- Dec. 16 — Tuesday, Stated meeting of University Council.
- Dec. 22 — Monday
to

1925

- Jan. 4 — Sunday, inclusive, Christmas holidays.
- Jan. 11 — Sunday. Annual Commemoration Service in St. Paul's Chapel.
- Jan. 21 — Wednesday, Mid-year examinations begin.
- Feb. 2 — Monday, Registration (including the payment of fees) begins.
- Feb. 3 — Tuesday, Winter Session ends. Registration ceases for students entering the Spring Session. The privilege of later registration may be granted on payment of a fee of \$6.
- Feb. 4 — Wednesday, Spring Session begins. Classes begin.
- Feb. 12 — Thursday, Alumnae Day.
- Feb. 17 — Tuesday, Stated meeting of University Council.
- Feb. 23 — Monday, Washington's Birthday, holiday.
- Apr. 1 — Wednesday, Last day for filing applications for non-competitive scholarships.
- Apr. 9 — Thursday
to
- Apr. 13 — Monday, inclusive, Easter holidays.
- Apr. 21 — Tuesday, Stated meeting of University Council.

- May 18 — Monday, Final examinations begin.
May 30 — Saturday, Memorial Day holiday.
May 31 — Sunday, Baccalaureate service.
June 3 — Wednesday, Commencement Day.
June 10 — Wednesday, Spring Session ends.
June 15 — Monday, Examinations of the College Entrance Examination Board begin. The dates for filing applications are contained in a circular issued by the Board, 431 West 117th Street, New York, N. Y.
July 6 — Monday, Twenty-sixth Summer Session of Columbia University begins.
Aug. 14 — Friday, Twenty-sixth Summer Session of Columbia University ends.
Sept. 7 — Monday, Last day for filing applications for entrance or deficiency examinations, and for advanced standing. The privilege of later application may be granted on payment of a fee of \$6.
Sept. 14 — Monday, Entrance examinations and examinations for deficient students begin.
Sept. 18 — Friday, Registration (including the payment of fees) begins.
Sept. 22 — Tuesday, Registration ceases for students previously matriculated. The privilege of later registration may be granted on payment of a fee of \$6.
Sept. 23 — Wednesday, Winter Session, thirty-seventh year, begins. Registration ceases for students matriculating for the first time. The privilege of later registration may be granted on payment of a fee of \$6.

INDEX

- Absence and Tardiness, Regulations regarding, 64
 Academic Calendar, 118
 Academic Discipline, 16
 Administration, Officers of, 13
 Admission, 16-51; general rules, 16; to the freshman class, 17; to advanced standing, 30; as special students, 31; preliminary application for, 17
 Admissions, University Committee on, 13
 Advanced Standing, Admission to, 30
 Advancement, Regulations regarding, 64
 Advice to Students, 63; Faculty Committee on Students' Programs, 13
 Age required for matriculation, 17
 Anthropology, courses in, 89
 Application for Admission, 17
 Architecture, courses in, 89; relation to School of, 60
 Assembly, College, 75
 Associate Members, 8
 Astronomy, courses in, 80
 Attendance, Scheme of, 114-117
 Aural tests in modern languages, 35, 37, 38, 46

 Bachelor of Arts, courses for degree of, 15, 56
 Biology, *see* Botany and Zoölogy
 Bookstore, University Press, 75
 Botany, courses in, 80; entrance requirements in, 31
 Brooks Hall, 16, 74
 Buildings and Grounds, 15; Committee of trustees on, 7
 Business, School of, 60

 Calendar, Academic, 118
 Caroline Duror Memorial Graduate Fellowship, 72
 Certificate in Science or Mathematics, 57
 Certificate of Character required for admission, 19, 20, 21
 Certificate of Health required for admission, 19, 20, 21
 Change of Program, 55
 Chapel Service, 75
 Character, Certificate of, 19, 20, 21
 Chemistry, courses in, 82; entrance requirements in, 32
 Classical Civilization, courses in, 94
 Classical Philology, courses in, *see* Greek and Latin
 Classical Requirement, 57
 Classification of Students, 65
 College Assembly, 75
 College Entrance Examination Board, 20-22, 23
 College of Physicians and Surgeons, 61
 College Physician, 16, 75
 Columbia University, general statement, 14; courses given at, 78; relation of Barnard College to, 15; graduate courses in, 60; Library, 75; School of Architecture, 60; School of Business, 60; School of Journalism, 61; Department of Music, 62; College of Physicians and Surgeons, 61
 Committees: of Faculty, 13; Trustees, 7
 Comprehensive Examinations, 20, 23, 49
 Conditions, Entrance, 29
 Council, University, Barnard College Representatives on, 12
 Course numbers, significance of, 78
 Courses of instruction: Departmental Statements, alphabetically arranged, 78; general statement, 16. *See also* Program of Studies
 Credit, General Regulations regarding, 64; Additional Credit for High Standing, 64
 Curriculum, *see* Program of Studies

 Deficiency Examinations, *see* Examinations in Course, Special
 Definitions of Requirements (entrance examinations), 31
 Degree: Bachelor of Arts, 16, 56; Bachelor of Arts with Certificate in Science or Mathematics, 57
 Departmental Statements, in alphabetical order, 78
 Description of Comprehensive Examinations, 49
 Discharge, Honorable, 52
 Discipline, Academic, 16
 Dormitory, *see* Residence Halls
 Drawing, entrance requirements in, 33

 Economics and Sociology, courses in, 83
 Education, Committee of Trustees on, 7; courses in, 85; relation to School of, 62
 Elective Studies, Choice of, 54-60; filing of blanks, 51, 64
 Ella Weed Library, 75
 Elocution, courses in, 89
 Employment, 76
 English, courses in, 86; entrance requirements in, 33
 Entrance Conditions and Probation, 29
 Entrance Requirements, 16-51; application for examination, 22; certificate of character, 19, 20, 21; certificate of health, 19, 20, 21; definitions of requirements (in alphabetical order), 31; examination fee, 23; examination subjects, 17; examinations, 18, 19-28; general statements, 16; psychological examination, 18; schedule of examinations, 23; school record, 18, 20, 21; submission of note-books, drawings, etc., 51
 Examinations, entrance, 18-51; application for, 22; held by College Entrance Examination Board, 22-25; held by Columbia University, 19-26; comprehensive examinations, 20, 23, 49; definitions of requirements in, 31; fees, 22; four examinations plan, 20, 23; examinations in 15 units, 17, 19; schedule of, 23; held by State Education Department, 27; subjects required, 17
 Examinations in Course, Stated, 64; Special, 64
 Executive Committee of Trustees, 7
 Expenses, 51-53

 Faculty and Other Officers of Instruction, 10-12
 Fees, 52; for entrance examination, 19, 23

- Fellowship, Caroline Duror Memorial Graduate, 72
 Finance, Committee of Trustees on, 7
 Financial Statement, 15
 Fine Arts, courses in, 89
 Fine Arts Requirement, 57
 Foreign Language Requirement, 57
 Founders, 9
 Founding of the College, 14
 French, courses in, 108; entrance requirements in, 35. *See also* Foreign Language Requirement
 General Statement, 14
 Geography, courses in, 90; entrance requirements in, *see* Physiography
 Geology, courses in, 90
 German, entrance requirements in, 37. *See also* Foreign Language Requirement
 Germanic Languages and Literatures, courses in, 91
 Government, courses in, 93
 Grades and Credit, 64
 Graduate Faculties, Courses under, 60
 Graduates, statistics of, 77
 Graduation, Requirements for, *see* Program of Studies
 Greek, courses in, 94; entrance requirements in, 40
 Health, Certificate of, 19, 20, 21
 Health and Physical Education, 75; *see also* Academic Discipline
 Hebrew, courses in, 98
 History, courses in, 98; entrance requirements in, 41
 Honorable Discharge, 52
 Honors, Committee of Faculty on, 13; Special Honors Course, 58
 Instruction, Committee of Faculty on, 13; Officers of, 11; courses of, 78
 Introductory Courses, 79
 Italian, courses in, 110; entrance requirements in, 41
 John Jay Hall, 16, 74
 Journalism, School of, 61
 Latin, courses in, 96; entrance requirements in, 42
 Library, 75
 Major Subjects, 54-58
 Mathematics, certificate in, 57; courses in, 101; entrance requirements in, 43
 Medicine, 61
 Mineralogy, courses in, 102
 Minor Subjects, 56, 58
 Music, courses in, 102; entrance requirements in, 45; relation to Columbia University Department of, 62
 Musical Art, Institute of, 62
 Natural Science Requirement, 57
 New York School of Social Work, 63
 New York State Education Department, Examinations of, 26-27
 New York State Scholars, Fees of, 53
 Non-matriculated Special Students, 16, 31
 Note-books, 51
 Officers: of Administration, 13; of Instruction, 11
 Organizations, Student, 76
 Philosophy, courses in, 103; graduate courses under Faculty of, 60
 Physical Education, courses in, 104
 Physical Education, Health and, 75
 Physician, College, 16, 75
 Physicians and Surgeons, College of, 61
 Physics, courses in, 105; entrance requirements in, 45
 Physiography, entrance requirements in, 46
 Political Science, graduate courses under Faculty of, 60
 Politics, *see* Government
 Preparation for Professional Schools, 59
 Prescribed Courses, 54-56
 Prizes, 72
 Probation, admission on, 29
 Professional Schools, courses in, 60
 Program, change of, 55
 Program of Studies, 54-63; general rules, 54; Bachelor of Arts, 56-58; Special Honors Course, 58; Preparation for Professional Schools, 60
 Psychological examination, 18, 25, 26
 Psychology, courses in, 106
 Pure Science, graduate courses under Faculty of, 60
 Regents' examinations, *see* New York State Education Department
 Registration, 51
 Regulations Regarding Examinations in Course, Credit, and Advancement, 64
 Religion, courses in, 108
 Requirements, Entrance, 16-51
 Residence, 16; required for degree, 54
 Residence Halls, 74
 Romance Languages and Literatures, courses in: French, 108; Italian, 110; Romance Philology, 112; Spanish, 111
 Schedule of Hours, Faculty Committee on, 13
 Scheme of Attendance, 114-117
 Scholarships, 65-70; application for, 22, 66; classification, 65; Committee of Faculty on, 13; competitive, 66; conditions of award, 65; non-competitive, 68; number and value, 65; special funds, 70; state scholars, fees of, 53
 School of Architecture, 60
 School of Business, 60
 School of Education, 62
 School of Journalism, 61
 School of Social Work, 63
 School Record required for admission, 18-20
 Science, Certificate in, 57
 Self-government, 76
 Semitic Languages, *see* Hebrew
 Social Work, 63
 Sociology, courses in, 83
 Spanish, courses in, 111; entrance requirements in, 46
 Special Funds, 70
 Special Students, 16, 31
 State Education Department, examinations of, 26-27
 State Scholars, Fees of, 53
 Statistics, 77
 Student Affairs, Committee of Faculty on, 13
 Student Council, 76
 Student Organizations, 76
 Students, Classification of, 65
 Students, Statistics of, 77
 Students' Aid Fund, 71
 Submission of Note-books, Drawings, etc., 51
 Summer Session: courses which may be counted for entrance, 28; courses which may be counted for degree, 55
 Teachers College, courses given at, 78; School of Education, 62
 Transfers, Committee of Faculty on, 13; program for, 59. *See also* Advanced Standing
 Trustees, Board of, 6; Committees of, 7
 Tuition, fees for, 52, 53

- Undergraduate Admissions, Committee on, 12
Undergraduate Association, 76; dues of, 53, 76
University Council, Barnard College Representatives on, 12
University Extension: courses which may be counted toward degree, 55; removal of entrance conditions by courses in, 28
University Medical Officer, 75
University Press Bookstore, 75
University Undergraduates, Committee of Faculty on, 13
Vocational Information, 76
Withdrawal, 52
Zoölogy, courses in, 112; entrance requirements in, 48

